

First Steps Private Day Nursery (Pennington)

Kirkham Road, Leigh, Lancashire WN7 3UQ



Inspection date	12 August 2019
Previous inspection date	15 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and staff are a very committed team. They successfully create an inclusive, welcoming and safe environment. Children do well at the nursery and make good progress in their learning from the outset.
- Parents speak highly of the nursery. They state that staff interact very well with their children and help them to settle in quickly. Parents comment that staff support children's speaking skills well and give parents ideas to continue this learning at home. For example, parents engage children in singing songs and rhymes at home.
- The management team and staff form positive partnerships with parents. They evaluate the provision well and have recently worked hard to strengthen the sharing of information with parents. For example, staff now encourage parents to actively share more information about their child's interests to enhance their play experiences in nursery.
- Children arrive in good spirits and are eager to learn. They form strong bonds with their individual key person, who gets to know them and supports them in the nursery. Staff ensure that children's emotional needs are met well.
- Staff use information from communication training well. For instance, staff use different tones in their voices to ignite babies' interests in stories. Babies join in and practise saying new words. Younger children talk with staff about the 'pitter-patter' of raindrops they hear on the roof. Older children use props and recite familiar verses from poems. All children develop good language skills.
- Staff working in the early learning room do not fully consider how they deploy themselves, particularly during nappy-changing routines. This means that younger children do not consistently benefit from the high-quality learning they normally receive during the rest of the day.
- Sometimes, staff do not use opportunities to help to enhance children's understanding of what foods are healthy and the importance of leading a healthy lifestyle.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider the deployment of staff, specifically during nappy-changing routines, to ensure that every two-year-old child consistently benefits from the high-quality learning they usually receive
- enhance children's understanding of the benefits of eating healthy food and the importance of leading a healthy lifestyle even further.

Inspection activities

- The inspector had a tour of the nursery, including the outdoor environment, with the manager.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the management team. She discussed self-evaluation processes, and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the area manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Daphne Carr

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff maintain the required adult-to-child ratios. The management team has good systems in place to respond to any complaints effectively and knows what must be notified to Ofsted. They ensure that all adults working on the premises are suitable to fulfil their roles. Staff know what steps to take should there be an allegation against a member of staff. They are aware of the procedures to follow should they have any concerns about a child's welfare. The management team monitors staff practice closely. For instance, managers check the quality of staff interactions with children through, for example, regular observations. Staff use targeted feedback to help them to continually improve their personal effectiveness. They work closely with other professionals involved in children's care, when required, to create a shared approach to learning.

Quality of teaching, learning and assessment is good

Well-qualified staff observe children as they play and assess their current level of development. They identify what children need to learn next and plan activities that children enjoy. Staff ensure that the information from assessments of children's learning is shared with parents regularly. Mathematics is promoted well across the nursery. For example, staff model counting for babies, who join in with counting as they play. Younger children use tape measures to work out the size of objects. Older children solve simple sums, such as one less. They use mathematical language with confidence in their conversations and activities. Overall, children are keen to learn.

Personal development, behaviour and welfare are good

Children behave very well and consistently use good manners. They are kind and respectful to their peers. Staff are good role models for behaviour and attitudes. They promote the diversity of all children's backgrounds well. Staff teach children to understand what makes them similar and different from each other. They ensure that children are valued equally. For example, they engage children in conversations about themselves and celebrate their unique qualities. Staff closely supervise children, including sleeping babies. They ensure that they provide appropriate sleeping arrangements for babies and younger children to meet their individual needs effectively.

Outcomes for children are good

Older children use their good imagination skills, such as when they use clipboards and pretend to be architects. Younger children are caring and affectionate. For instance, they wrap dolls in a blanket and give them cuddles. Babies show good hand-to-eye coordination skills, demonstrated when they tap the keys on an electronic keyboard. They delight when the keys light up and play musical sounds. Children develop good self-care skills from an early age. They make their own decisions about what they want to play with and independently access toys and resources. Children are well prepared for future learning and school.

Setting details

Unique reference number	323014
Local authority	Wigan
Inspection number	10118900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	73
Number of children on roll	68
Name of registered person	Green, Sandra
Registered person unique reference number	RP512340
Date of previous inspection	15 December 2016
Telephone number	01942 679509

First Steps Private Day Nursery (Pennington) registered in 1997. The nursery employs 11 members of childcare staff. Of these, nine staff hold recognised early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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