

# Inspection of First Steps Day Nursery

49 Broughton Road, SKIPTON, North Yorkshire BD23 1TE

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Inspection date: 2 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nursery happy and relaxed. They are keen to talk with staff and engage with their peers. When children first start at the nursery, staff work diligently to ensure parents feel confident. They support children to form secure bonds with their key person and other staff. Staff encourage parents who are anxious about being separated from their child to contact them for reassurance. They provide children with consistent guidance at a level appropriate for their stage of development. Children share their thoughts and feelings without hesitation as they learn how to manage their emotions. They develop skills in sharing and taking turns with their peers.

Staff are very attentive to the needs of children in their care. They watch, listen and swiftly respond to them at appropriate times. For example, they recognise when babies are tired and need to sleep. Hygiene practices are good throughout the nursery. Staff ensure that toys are regularly cleaned and remain safe for children to use. Children have access to a wide range of activities from which they are able to choose both inside and outside.

### **What does the early years setting do well and what does it need to do better?**

- Staff provide an engaging and accessible environment that fosters exploration by children. Babies thrive as caring staff gently support them to develop balance and coordination and to take early steps. They attentively notice the signs that babies are hungry or tired. Staff respond to these needs well, for example, by sitting with them in a quiet, cosy area while they fall asleep.
- The manager has high expectations for quality, and through self-evaluation sets a clear direction for future improvements. Staff participate in regular supervision sessions to discuss children's progress and how they can support their learning effectively. However, an astute programme for professional development is not in place to focus on raising the quality of teaching further.
- Independence is encouraged throughout the nursery. For example, children select their activities and access resources independently. Staff promote children's mathematical development effectively. Older children regularly count, describe shapes and think about size during activities.
- Staff have a good understanding of how children learn, overall. They make effective use of individual children's observations and assessments. Staff take account of children's interests and next steps in learning and use these to inform the planning of activities. However, at times, staff do not provide sufficient challenge during activities for children to make the best possible progress in their learning.
- Staff nurture very positive relationships with parents. This helps them to work well together in supporting children to progress and develop. Staff send home

regular learning summaries which inform parents about their child's next steps and what they can do at home to help. Parents are extremely positive about the nursery and have the highest regard for staff.

- Staff support children's communication skills well. For example, they read and sing to the children enthusiastically. Staff are knowledgeable and use a wide range of strategies to help to develop younger children's emerging speaking and language skills. Older children begin to interpret the marks they make as they pretend to write letters in the 'post office'.
- Children are happy and settled. They form strong emotional attachments with their key person and seek support from adults in their self-chosen activities. For instance, they ask for help when printing. Behaviour throughout the nursery is good. Staff use positive and age-appropriate strategies to manage children's behaviour effectively. They are positive role models and offer constant praise and encouragement. Children learn to play cooperatively with their friends.
- Mealtimes are calm and relaxed. Children are provided with a good range of nutritious food and are encouraged to make healthy choices. They enjoy access to fresh air in the outdoor area and develop their physical skills. For instance, children climb over equipment and run about on the different surfaces outside.

## **Safeguarding**

The arrangements for safeguarding are effective.

Recruitment procedures are thorough and staff are trained well in their roles to safeguard children. They know what situations may cause them concern about a child's welfare and who to contact if they are concerned. Staff diligently follow the nursery's procedures for safeguarding, such as those regarding the safe use of mobile phones and cameras. The manager keeps herself and staff up to date with the local authority's procedures to help keep children safe. She informs parents about the nursery's safeguarding policies.

## **What does the setting need to do to improve?**

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

- provide children with consistently higher levels of challenge during activities so that they make more rapid progress in their learning
- build on the programme of continuous professional development to help ensure that the quality of teaching is constantly improving.

## Setting details

<b>Unique reference number</b>	EY372710
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10106041
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	KRM Limited
<b>Registered person unique reference number</b>	RP535472
<b>Telephone number</b>	01756 799339
<b>Date of previous inspection</b>	15 April 2014

## Information about this early years setting

First Steps Day Nursery registered in 2008. The nursery employs 20 members of childcare staff, 15 of whom hold early years qualifications at level 3. The nursery opens from 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.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- The inspector completed a learning walk with the manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views through written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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