

# Inspection of First Steps Cornwall Ltd - Newquay

Porth Bean Road, Newquay, Cornwall TR7 3JF

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Inspection date: 6 December 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Babies and children thrive in the nursery and are exceptionally happy here. Leaders and staff work exceptionally well with all groups of children. Babies and toddlers quickly learn about turn taking and sharing. They are very sociable, such as when they shout a cheery 'bye-bye' to a friend who is going home. Staff organise election days, where children nominate candidates, consider what is important to them and then vote. Children show great excitement and interest in this and eagerly involve their parents in the voting process. This inspires a sense of democracy and an early respectful understanding of different opinions.

Staff prepare children extremely well for their next stage in learning. Babies feel exceptionally secure and settle immediately when they move up to the next room. Older children are confident and have excellent independence skills, ready for school. For example, staff provide lunch trays that children will use in school, so that children will be familiar with new expectations and routines. Staff create unique picture books and provide uniforms for children to dress up in, to reflect the range of different schools that children will attend.

Leaders and staff have an excellent knowledge of children's learning and development. They provide exciting and innovative activities to successfully inspire and engage children. For example, children love the daily Nature Steps sessions, where they visit the farm and go to beach school. Babies show immense interest in their sensory play activities. Staff are conscientious in their close supervision of all children and successfully teach them how to be safe.

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

- Leaders are highly ambitious and continually inspire staff to further refine their exemplary teaching skills. Staff use ideas from training extremely well to benefit the children even more. For example, they learn new techniques to successfully involve children who dislike becoming 'messy' during creative play activities, extending children's learning experiences in a way that suits them.
- Leaders use additional funding exceptionally well to provide excellent support to children. For example, staff attend specialist training to further develop their professional skills. Leaders purchase extra resources to enhance the care of children with special educational needs and/or disabilities. Staff have excellent partnerships with other agencies and settings. They share relevant information to provide consistent support to families and their children.
- With tremendous thought and skill, staff reflect the uniqueness of all children. In particular they provide excellent support to service families and their children. Staff provide exciting opportunities for children to learn about different people and their backgrounds. For example, children learn about the places where

service families are deployed. Staff teach older children songs in Spanish and French, which children remember with excitement.

- Staff know the children exceptionally well and provide fascinating activities based on children's interests. For instance, children look intrigued as they shine torches through their ice-cubes, excitedly noticing changes in form and light.
- Support for children's communication and language development is excellent. Staff use various teaching methods with skill and success, to meet the individual needs of children. For example, children with limited vocabulary respond exceptionally well when staff use pictures and signing to support communication. Staff use a special doll that is hugely popular with the children, to further support emotional development. For instance, children talk to, and about, the doll as they learn how to express their feelings.
- Partnerships with parents are exemplary. Staff and parents work closely together to provide very consistent support to children. Parents provide excellent examples of this. For instance, they describe how they use the same picture cards at home to support communication and positive behaviour with children. Parents express great appreciation about the quality of information from staff.
- Leaders and staff constantly reflect on what they do and continue to make further improvements. For example, since the last inspection, they have provided a log cabin classroom, to extend the Nature Steps sessions. Children are extremely happy and stimulated in this unique learning environment. The implementation of daily yoga sessions has helped to further increase children's excellent physical skills and high sense of well-being.
- Staff skilfully involve children in preparations and decision making. For example, children consider whether the saw or hacksaw is the best tool for cutting their wooden logs. They listen attentively as staff explain what they are going to do and what they need to remember.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide robust safeguarding training for staff. This includes specialised training so that staff know what action to take in the event of an extreme emergency. With skill, staff practise a 'lockdown' drill to ensure children are aware of the procedures should there ever be a risk to their safety. Staff use age-appropriate strategies and songs to help children feel secure. Safeguarding is on the agenda at every staff meeting and at individual supervision sessions. Leaders provide child protection scenarios for staff to inspire further discussions. Staff have a thorough knowledge of signs of concern, which include wider aspects such as radicalisation and exploitation.

## Setting details

<b>Unique reference number</b>	EY472262
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10125888
<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 7
<b>Total number of places</b>	101
<b>Number of children on roll</b>	209
<b>Name of registered person</b>	First Steps Cornwall Ltd
<b>Registered person unique reference number</b>	RP910890
<b>Telephone number</b>	01637 877073
<b>Date of previous inspection</b>	19 May 2014

## Information about this early years setting

First Steps Cornwall Ltd - Newquay re-registered as a limited company in 2013. It operates from purpose-built premises situated within the grounds of St Columb Minor CP School on the outskirts of Newquay, in Cornwall. The nursery is open each weekday from 7.30am to 6.15pm, for 50 weeks of the year. All children have access to enclosed outdoor play areas. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 24 childcare staff. Three hold qualifications at level 6, three hold level 5, two hold level 4, 12 hold level 3 and three are qualified at level 2.

## Information about this inspection

### Inspectors

Julie Wright  
Joanne Steward

## Inspection activities

- The inspectors completed a learning walk with the management leaders, to find out how they plan and deliver the curriculum.
- The inspectors completed two joint observations with a leader.
- The inspection included a management meeting and discussions with parents, staff and children.
- An inspector checked required documentation, including evidence of staff suitability and qualifications.
- The inspectors observed staff and children in their activities, in each of the group rooms.

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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