

Inspection of First Steps Day Nursery & Big Steps Out Of School Club

Unit 2, Carlton Miniott Business Centre, Carlton Road, Carlton Miniott, Thirsk, North
Yorkshire YO7 4NF

Inspection date: 9 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy exciting experiences that help them to explore their ideas, have fun and learn. For example, babies show curiosity as they explore the musical instruments and a ball pool. Toddlers investigate washing small toy animals and are keen to use clothes. They ask for a turn and say they like 'muddy puddles'. Older children enthusiastically explore the well-planned learning environment and are motivated to play. They are highly engaged in their choice of imaginative play, for example being horses and the police. Children settle quickly to their chosen activity. They investigate as they fill and empty items in the water play. Staff extend the activity as they introduce floating and sinking.

Children are well behaved and show high levels of respect for their friends. They take turns and are eager to help. For example, older children pass links to their friends to help them continue to count links they have placed on the table. Staff model turn taking and sharing for younger children and remind children to use 'gentle hands'. Older children develop good levels of independence. For example, at mealtimes, they serve their food and clear their plates. Babies and toddlers enjoy selecting their choice of fruit for snack.

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

- Leaders have worked hard to address the actions raised at the last inspection. The requirements for qualified staff are now met at all times. Leaders have a clear vision of what needs to improve. Supervision meetings for all staff are ongoing and leaders support staff with staff meetings and in-house training.
- Older children's literacy and mathematical skills are given high priority. Children find their names when asked and staff help children to recognise letters. For example, they write letters on a whiteboard so children are able to match them. Older children enjoy a story and remember key points and link them to current world issues. This shows their understanding of the world in which they live. Older children count and recognise shapes confidently.
- Children of all ages have access to a stimulating environment and staff set up a good range of interesting activities. However, sometimes, during adult-led activities, staff do not adjust their teaching and promptly respond to children's emerging needs. Therefore, they miss chances to make the most of all learning opportunities and help children to achieve to the highest possible level.
- Children enjoy looking at books and listening to stories. Younger children eagerly join in with action songs and rhymes. However, there are missed opportunities to promote the correct pronunciation of words, to further support toddlers and younger children's developing vocabulary and language.
- The key-person system is effective. Staff know the children in their care well and meet their care needs effectively. For example, toddlers' potty training is very

well tailored for individual children. Staff sing songs to babies while they change their nappies. This helps younger children feel safe and secure.

- Children thoroughly enjoy developing their physical skills in the outside play area. Older children run, hop, balance and jump. They follow staff directions well. Toddlers enjoy looking at insects and practise kicking balls.
- Children listen well to staff and cooperate with boundaries and routines. They are polite and well mannered. Staff are aware of children's dietary needs. Meals provided at the nursery are healthy and nutritious.
- Older children have regular opportunities to enjoy the local community. For example, they visit an elderly care home. This gives children experiences to help promote their confidence, which has a positive impact on the next stage in their learning, such as starting school.
- Staff are qualified and are supported well to gain further qualifications. All staff access regular safeguarding and first-aid training. Partnership working is good. Links with the local schools and settings that children also attend are effective.
- Parents are very complimentary about the staff, and the flexibility of the setting to meet their changing needs. Daily diaries and verbal feedback help parents know and understand what their child has been doing in nursery. Key persons promote home learning ideas for parents, such as stories.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise if a child is at risk of harm and understand what to do should they have any concerns about a child's safety. They know who to contact if they are concerned about a child's welfare. When new staff are appointed, leaders follow robust recruitment processes. These ensure staff are suitable and have the necessary skills to carry out their roles. Staff are vigilant and maintain appropriate ratios. They ensure out-of-school children are transported safely to and from school. The premises are secure and safe for children to play in.

What does the setting need to do to improve?

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

- build on staff skills to ensure they adjust their teaching in order to promptly respond to children's emerging needs and further extend their learning
- extend opportunities for toddlers and younger children to hear the correct pronunciation of words.

Setting details

Unique reference number	EY337006
Local authority	North Yorkshire
Inspection number	10098266
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	69
Number of children on roll	82
Name of registered person	First Step Day Nursery & Big Steps Out of School Club Partnership
Registered person unique reference number	RP906315
Telephone number	01845 525 509
Date of previous inspection	7 February 2019

Information about this early years setting

First Steps Day Nursery & Big Steps Out Of School Club registered in 2006 and is privately owned and managed. There are currently 15 staff, including two manager. One manager holds early years teacher status and 13 staff hold an appropriate early years qualification at level 2 or 3. The nursery opens five days a week from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the nursery managers.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff.
- The inspector carried out a joint observation with the managers. She discussed the self-evaluation and the impact this has on the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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