

Inspection of First Step Nursery Day Care

52 Deptford, Broadway, Deptford, London SE8 4PH

Inspection date: 17 January 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from a well-resourced environment and activities that build on their interests and extend their learning. They are happy, confident and eager to choose an activity that interests them from the moment that they arrive at the nursery. The manager and staff set high expectations and plan a curriculum that suits the needs of all children. For example, they provide an extensive range of play and learning experiences in the garden to stimulate children's curiosity. Children display a positive attitude to learning. For example, pre-school children maintained high levels of concentration and engagement while listening and re-enacting scenes from their favourite story, 'We're Going on a Bear Hunt'. Babies are curious and move confidently in the well-organised play area. For example, on the day of the inspection, babies became enthralled while exploring play foam; some decided to sit in the foam and used their hands and feet to explore its texture, supporting their physical development. Meanwhile, toddlers enjoyed practising their mark-making skills while using rollers to paint. Overall, children behave well and are making good progress in their learning and development.

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

- Self-evaluation is effective. The management team and staff work well in conjunction with other early years professionals and specialists. They have implemented many positive changes since the last inspection to raise the quality of education to consistently good levels.
- The management team has introduced a simpler assessment system to improve accuracy and ease workload for staff. Staff report that they are now able to track children's learning easily. They can identify any weaknesses and plan challenging activities to address them. In addition, parents are now able to see what their children are learning and how they can extend this at home to help provide continuity.
- There is a high proportion of children who speak English as an additional language. Staff use effective teaching strategies to help improve their communication and language skills, overall. Some older children are becoming confident communicators and use a good range of vocabulary. They were excited to talk to the inspector and share their experiences at the nursery.
- The systems used by the manager to monitor staff are effective and help to support their ongoing professional development. The manager and staff benefit from good training opportunities and they are encouraged to reflect on their practice.
- The manager and staff provide a well-designed curriculum. This helps children, particularly those from disadvantaged backgrounds, to acquire the skills they need for future learning and life. For example, they organise and fund trips to farms and other interesting places for the children to become familiar with

things that they would not normally have at home. This successfully builds on children's understanding of the world. Staff provide healthy meals and regular outdoor play to support children's physical well-being.

- Overall, staff give clear rules and expectations for behaviour and encourage children to share and take turns. This helps children to understand the difference between right and wrong. However, staff do not consistently build on children's awareness of risks and how to stay safe, to help minimise disruption to their play. For example, some children did not use play equipment safely when playing outside.
- The key-person system is effective. Staff spend time getting to know the children well and build secure attachments. This contributes positively to children's emotional well-being.
- Parents speak positively about the nursery. Parents report that staff are approachable, keep them well informed and treat their children as individuals.
- The arrangements for children who are delayed in their communication and language development are not strong enough to help them catch up with children of similar ages.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Staff have a suitable understanding of the nursery's safeguarding policy. They know what action to take should they have any concerns about children's welfare, including their responsibilities under the 'Prevent' duty. The manager and provider follow rigorous procedures when they recruit new staff and induct them thoroughly to help ensure they are fully aware of their roles and responsibilities. The manager ensures that risk assessment is thorough and deploys staff well to supervise and support children's learning.

What does the setting need to do to improve?

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

- review and improve existing arrangements to support children who are delayed in their communication and language development, to help them make the best possible progress
- build on children's awareness of how to use play equipment safely and minimise disruption to their play and learning.

Setting details

Unique reference number	EY422898
Local authority	Lewisham
Inspection number	10106859
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	1 to 4
Total number of places	41
Number of children on roll	57
Name of registered person	First Step Daycare & Nursery Ltd
Registered person unique reference number	RP532877
Telephone number	0208 0454421
Date of previous inspection	12 March 2019

Information about this early years setting

First Step Nursery Day Care registered in 2011 and is located in the London Borough of Lewisham. The nursery operates each weekday from 7.30am to 6.15pm. It receives funding for the provision of early education for children aged two, three and four years. The provider employs 11 staff who work directly with the children. All staff hold appropriate early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.
- A learning walk of the play areas was conducted by the inspector.
- The inspector spoke with staff at appropriate times and took into account the views of the children and parents spoken to on the day of inspection.
- An observation was conducted by the inspector with the nursery manager and discussions were held about children's learning.
- The inspector looked at a range of documents, including evidence of staff suitability and qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020