

# Inspection of Kids 1st Steps

Unit 9, 12 Lane End Road, Manchester M19 1TU

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Inspection date: 15 December 2021

<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 are confident and focussed learners. Pre-school children are developing a secure understanding of counting to and recognising, numbers from one to 10. They revel in the challenge of learning concepts such as 'less' and 'more'. Toddlers show their understanding of technology by navigating interactive screens as they sing nursery rhymes. Children's physical development is well supported. They are developing good coordination as they drink from open beakers and skilfully use cutlery at mealtimes to feed themselves. They take part in daily trips to the local park, negotiate climbing apparatus in the nursery, and participate in specialist coach-led activity sessions.

Due to the impact of the COVID-19 pandemic, the nursery is providing children with even greater support in developing their communication and language and independence skills. Staff consistently model rich and varied vocabulary correctly to children. Children's speech is clear and well developed. Children explain the 'golden rules' to staff at the start of the day, acknowledging that it is their own responsibility to treat others kindly. Children happily play with their friends, creating dance routines to songs they are familiar with. Children are polite and understand what makes their friends unique.

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

- Leaders are committed to the best possible outcomes for children at the nursery. They have an accurate oversight of what children need to learn. Staff observations and assessments of what children know and can do are used to plan next steps in children's learning. This results in children progressing well from their starting points, with any gaps being rapidly closed.
- Overall, staff support children's developing independence. Toddlers choose the activities that they want to take part in, and select books they would like staff to read to them. Older children use the toilet independently and always wash their hands without prompting. There are some occasions where promoting children's independence could be enhanced further, such as allowing all children to attempt to put on their own coats, self-serve their drinks and enabling older children to choose their own books.
- Staff undertake communication and language screening assessments for all children and use this to tailor their support for each child. Younger children are read to regularly and take part in lots of singing. In preparation for school, older children receive daily sessions from the well-qualified nursery manager to learn the sounds that letters represent. Where additional external support is needed, staff work collaboratively with parents and other agencies to put this in place. This all contributes to very strong outcomes for all children in their communication and language development.

- Due to the impact of the COVID-19 pandemic on staffing levels, leaders have, for some time, been required to work in ratio directly with the children. This has restricted opportunities to support the continuous improvement of staff practice. This means staff do not always know how to raise the quality of their teaching to the highest level. For example, some staff focus on routine tasks, such as serving meals or tidying up, rather than children's learning.
- Parents are consistent in their praise for the nursery and the positive impact it has had on their children's development. They explain how they receive lots of information about how their children are progressing, what they are interested in, and how to help them extend their learning at home. They say their children have progressed well in their speech and become much more confident and sociable since starting at the nursery.
- Staff talk about the good work-life balance they have. They explain how leaders are always available for help and are genuinely supportive of their well-being. They explain how they are supported to develop in their career by being able to access lots of training and complete higher-level qualifications.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery leaders have an excellent knowledge and understanding of their safeguarding responsibilities. They work closely with expert advisers from the local authority to raise this knowledge to the highest level. Leaders ensure that the staff have access to both in-house and external training to maintain their own knowledge of how to help safeguard children. Staff and leaders talk with clarity about the steps they would take if they had a concern for a child. Staff are well deployed to ensure children's needs are always met. Where injuries to children occur, first-aid trained staff are always on hand to provide treatment promptly.

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

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

- provide consistent opportunities for older children to develop their independence
- support staff to continuously improve their practice, to raise the quality of their teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY500599
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10216352
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Kids 1st Steps Ltd
<b>Registered person unique reference number</b>	RP535426
<b>Telephone number</b>	0161 442 2900
<b>Date of previous inspection</b>	30 May 2018

## Information about this early years setting

Kids 1st Steps registered in 2016. The nursery employs eight members of childcare staff. Of these, one holds qualified teacher status, two hold a qualification at level 3 and three hold a qualification at level 2. Two members of staff are unqualified. The nursery is open Monday to Friday from 7.30am to 6pm, all year round, with the exception of bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Richard Sutcliffe

## Inspection activities

- This inspection was carried out following the risk assessment process.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector took account of the views of parents through verbal discussion.
- A range of documentation was reviewed by the inspector in relation to the suitability of staff.
- The inspector spoke to staff and leaders and considered their knowledge of how to keep children safe.
- Observations of teaching and learning activities were carried out jointly with the manager. The inspector evaluated the quality of education across the nursery.

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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