

# Inspection of One Small Step Day Nursery

1-2 Northfield Lane, Horbury WF4 5DW

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Inspection date: 11 February 2022

|  |                |
|--|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Parents and children are very much welcomed and valued in this highly inclusive nursery. Staff and parents consider themselves to be 'one big family'. Staff's warm and supportive approach contributes to the remarkable confidence and sense of belonging that children show. Managers developed new ways of working during the COVID-19 pandemic. For example, they used electronic communication to maintain these relationships. This helped to minimise any potential impact on children's care, learning and development.

Children thrive in the care of staff, who know them extremely well. They are happy and inquisitive learners who readily join in with the well-thought-out activities. Babies happily explore different textures, such as foam and dough. Toddlers paint pictures using different tools. This helps to develop their imagination and creativity.

Staff have high overall expectations of what children can achieve and prepare them well for their later learning. Staff encourage younger children to make marks and learn to recognise some letters and words. Older children use early writing in their play, forming some letters and numbers correctly. Children learn to consider one another's feelings. Pre-school children work together with their friends during play. They stack tyres and planks to make a walkway in the garden.

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

- Managers plan a broad and balanced curriculum that includes experiences for children across all areas of learning. Staff then use this overview to provide focused activities that match their key children's interests and abilities. Staff's good teaching helps all children to learn more and remember more.
- Staff identify possible gaps in children's learning at an early stage. The manager and staff work alongside other professionals to get children the help they need, with the close involvement of parents. This helps to ensure that all children make the progress that they are capable of.
- Children listen well and pay attention to staff. They enjoy frequent stories, rhymes and songs during effective group times on the carpet. Staff model lots of language, which helps children to learn new words quickly, overall. However, occasionally, staff do not give children who are learning to speak, or developing their confidence to speak, enough time and opportunities to do so.
- Staff encourage children to make decisions in their play. Generally, children choose from the good-quality resources and lead their own learning successfully. However, occasionally, staff focus on small groups of children and do not consistently have an oversight of other children's activity in the room. They overlook some children who may need a little more support to actively engage in purposeful play in order to raise their achievements even further.

- Relationships with parents are superb. Staff frequently share highly detailed information with them. This helps them to be successful partners in their child's learning. They explain that staff 'go the extra mile', and they are completely reassured that their children are safe and very well cared for.
- Managers use additional funding well to support eligible children. For example, they have provided resources that encourage children to cooperate and work together. This has helped quieter, less-confident children in nursery to form friendships.
- Staff understand how children's experiences can affect their behaviour, and they have a positive approach to managing more challenging behaviour. They have very good knowledge of different strategies that can help children to manage their feelings and frustrations. Children know what is expected of them and they learn right from wrong.
- Children learn about the world around them. Staff take them on regular outings, for example, to the park, nearby shops and to their own allotment. They teach children about different lifestyles and about the similarities and differences between themselves and others. Children develop a sense of respect, which helps to prepare them for life in modern Britain.
- Staff teach children about the importance of living a healthy lifestyle. For example, they talk about the effect food has on the body and how some foods and drinks are not good for your teeth. Children learn how to clean their teeth to improve their oral health.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of their role in keeping children safe. They know children and families well and are alert to changes in behaviour or attendance that may be a cause for concern. Managers have a clear understanding of what to do if they are concerned about a child's welfare. Staff take part in regular professional development opportunities, such as training courses and network meetings. This helps all staff to keep their knowledge about safeguarding current. For example, they are aware of wider aspects of safeguarding, such as protecting children from exposure to extreme views and practices.

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

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

- increase staff's awareness of children who may need help to take part in self-chosen play and engage more effectively in their learning
- enhance staff's already good teaching to give children more time and opportunities to answer questions and practise new words.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY554425                           |
| <b>Local authority</b>                             | Wakefield                          |
| <b>Inspection number</b>                           | 10174488                           |
| <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> | 0 to 4                             |
| <b>Total number of places</b>                      | 37                                 |
| <b>Number of children on roll</b>                  | 66                                 |
| <b>Name of registered person</b>                   | One Small Step Day Nursery Limited |
| <b>Registered person unique reference number</b>   | RP554424                           |
| <b>Telephone number</b>                            | 01924565141                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

One Small Step Day Nursery re-registered in 2017 and is located in Horbury, Wakefield. Opening hours are from 7.30am to 5.30pm, Monday to Friday. The nursery operates all year round, except for bank holidays, a week in August, and a week at Christmas. There are 11 staff in total, of whom 10 hold a relevant early years qualification at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Wilkins

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and staff and has taken that into account in her evaluation of the setting.
- One of the managers accompanied the inspector on a learning walk. They discussed how the setting and curriculum are organised.
- The inspector observed staff's teaching and assessed the impact this is having on children's learning and development.
- The inspector and a manager jointly evaluated an activity carried out by staff.
- Managers met with the inspector to discuss leadership and management matters.
- The inspector spoke to staff and children at appropriate times during the inspection. She met with two parents and took account of their views, along with written feedback provided from other parents.

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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