

# Inspection of First Steps Childcare @ Brinsbury

Chichester College, Brinsbury Campus, North Heath, Pulborough, West Sussex  
RH20 1DL

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Inspection date: 2 March 2022

<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 develop good bonds with their key person and also other staff. This includes those children who are new to the setting and enhances their well-being. For example, they know to hold their arms out to staff for a cuddle and comfort is given willingly at all times. Other children sit on the lap of a member of staff and could be heard giggling at the game they were playing. Children learn about how to care for others and show empathy. For example, toddlers help others to stand up to take their turn at an activity and they understand about caring for toy animals in the role-play vets surgery.

Children enjoy their time at the nursery, where the manager is passionate about her role and has clear ambitions for the care and learning of all children. The manager cascades this ethos effectively to the staff. This enables them to work together in their goals for the curriculum and maintaining good-quality outcomes for children. Children happily lead their own play and show good levels of concentration and curiosity. For instance, babies thoroughly enjoyed exploring the natural resources and learned about textures and built their vocabulary. They showed great delight in watching the leaves falling, after they said 'ready, steady, go'. In turn, they then copied the actions of the staff member, extending their play.

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

- Toddlers thoroughly enjoy outdoor play where they build on their physical development. For example, they had a fabulous time splashing in the puddles where they were trying to 'squish' the bubbles. Staff and children sang songs such as 'Tiny Tim'. Children were able to jump up and down, learning from the good role modelling from staff. They rode their trikes through the puddles, watching the marks the wheels made and the bubbles popping.
- Staff plan activities and experiences for children in support of what children need to learn next and on the whole their interactions with children are of a good quality. However, occasionally some staff do things for children which they could do themselves and they do not always plan activities to full effect. Staff do not always review when children are fully engaged in their play and learning experiences, before taking them to have their nappies changed. This sometimes disrupts their enjoyment and learning to fulfil nursery routines.
- Staff actively seek support for children with special educational needs and/or disabilities. This enables early diagnosis and support plans to be implemented without delay and for gaps in learning to close swiftly. Staff use the additional funding children receive successfully to support each child's individual needs.
- Pre-school aged children have a wealth of opportunities to gain knowledge and have experiences. For example, children learn the importance of good oral hygiene and show that they understand that 'chocolate is really bad for your

teeth, but apples are good'.

- Babies demonstrate their physical skills including new-found skills of pulling themselves to standing positions and walking. Staff set out the environment effectively to encourage and facilitate the practising of these skills. For example, they get down to their level to encourage them to crawl to another area or towards the resources.
- Children take part in whole group activities and show a clear ability to listen to instructions and also to share their views. They take turns when playing the game 'What's in the box?' and use complex language. For example, toddlers understand that you use a thermometer for taking temperatures.
- Staff develop effective partnerships with parents. Staff found alternative ways to maintain contact with families during the pandemic, including making use of online meetings to discuss children's learning. Parents comment highly about the setting and feel that their children make good overall developmental progress.
- Children learn about the wider world, including through focused themes such as about Australia. For instance, they explore the animals that are indigenous to the country and landmarks, including Sydney Harbour Bridge. Children celebrate 'News from home' including a new sibling and celebrations, such as a Christening. This helps support their awareness of similarities and differences.
- The leadership team continually reviews practice, to highlight areas where they can make targeted improvements. Staff receive good levels of support and training to build on their professionalism and increase knowledge. Staff have regular meetings with the manager, who is fully supportive of their well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding and their roles in child protection. They have a good knowledge of the procedures they must follow in the event of a concern about a child's welfare. This includes the wider aspects of safeguarding, including differing cultural practices. The provider follows safer recruitment processes, which ensures that staff are suitable for their roles. From a young age, children gain a secure understanding of safety and how to manage risks. For example, staff give clear instructions and support to help babies learn to sit down once they reach the top step of the slide, to enable them to slide down safely.

## 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's good quality teaching skills to further improve consistency in the quality of learning experiences for children
- support staff to ensure that nursery routines do not disrupt children's enjoyment of their chosen activity and learning opportunities.

## Setting details

<b>Unique reference number</b>	EY308040
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10220170
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	First Steps Childcare Group Limited
<b>Registered person unique reference number</b>	RP520759
<b>Telephone number</b>	01798 877403
<b>Date of previous inspection</b>	11 August 2017

## Information about this early years setting

First Steps Childcare @ Brinsbury registered in 2005. The nursery is located in the Brinsbury campus of Chichester College, between Billingshurst and Pulborough in West Sussex. It is open each weekday from 7.30am to 6pm, for 51 weeks of the year. There are 10 members of staff, all of whom have appropriate early years qualifications at level 2 or above. The provider receives funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Helen Penticost

## Inspection activities

- 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 manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out two joint observations with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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