

# Inspection of First Steps

1 Pond Road, London, Greenwich SE3 9JL

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Inspection date: 28 March 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

Children are happy and settle well at nursery. They leave their parents at the door with ease because they are greeted with a warm welcome by the practitioners and manager. This gives children a sense of security and belonging. Key information is gathered from the parents at drop off time and feedback is given to parents when they collect their children. This keeps them informed of their children's development.

Children explore the setting independently and self-select resources. Practitioners follow the children's lead and encourage them to follow their own ideas. Children are eager to learn, and they make good progress. They choose from a range of activities, that support their interests and development. Children enjoy their welcome time and sing the 'Hello' song in English and Spanish and they listen to each other speak about how they are feeling today. Practitioners have high expectations for children's behaviour and support them to understand each other's actions and feelings. As a result, children behave well.

Children develop an understanding of themselves and the wider community through activities and celebrations that represent the children, families and staff within the setting. For example, children have their families displayed on a world map with flags to identify all the countries related to the children.

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

- The manager is dedicated and has a clear vision for the curriculum offered, this includes a secure knowledge of how to support children with additional needs. She closely monitors the purpose of activities and experiences that staff deliver and provides them with constructive feedback to support their teaching skills. Practitioners reflect on their own practice. For example, at the end of each day, they discuss what went well and what can be improved.
- Children benefit from a curriculum based on their interests and individual learning needs, practitioners understand what the children already know and use this to plan activities to build on their knowledge.
- Practitioners have a strong focus on children's communication and language. As a result, support for children's developing communication and language skills is good. They introduce new vocabulary as children learn about caterpillars and observe live caterpillars in the nursery.
- Children who speak English as an additional language make good progress. Practitioners use a variety of resources to help children develop in English and their home language. The manager specifically tracks the development of children who speak English as an additional language to ensure they are not left behind.

- Practitioners, generally, use questions well to find out what children know and further extend their knowledge. However, at times, some practitioners quickly repeat questions they have asked, this means children do not consistently have sufficient time to think or respond.
- Children develop a good understanding of hygiene and personal health. For instance, they talk about the benefits of brushing their teeth and access activities related to the dentist. Practitioners provide opportunities for children to access fresh air and exercise to support their physical development and well-being
- Children are given opportunities to develop their understanding of nature as they care for their tortoise and explore the natural environment. Children also learn about how to recycle effectively and the benefits this has on the environment.
- Parents speak very highly of the nursery and say that their children enjoy attending. They discuss the family feel and the care and patience the practitioners show towards their children. Parents are kept informed about their child's development. The manager and practitioners establish positive relationships with parents. Feedback from parents and children is valued and is used to implement change.
- Practitioners feel supported in their professional development, they benefit from supervisions with their manager to identify strengths and areas to improve. Practitioners have access to training and coaching to enhance their practice.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has a good understanding of her role to ensure children are kept safe from harm. All staff, including the manager, are confident in their knowledge of safeguarding and are aware of the steps to take if they have any concerns. This includes the procedures to deal with an allegation made against a team member. Safeguarding is discussed regularly at their staff meetings to keep the team up to date. Practitioners ensure the nursery is safe and clean, and children are encouraged to tidy away toys. Safety procedures regarding visitors are followed.

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

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

- strengthen staff practice to develop their questioning techniques to further extend children's thinking skills and allow them time to respond.

## Setting details

<b>Unique reference number</b>	EY557077
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10190308
<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>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	First Steps Group Ltd
<b>Registered person unique reference number</b>	RP557076
<b>Telephone number</b>	02088521233
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

First Steps re-registered in 2018. It is located in Blackheath in the London Borough of Greenwich. The pre-school provides care for children between the ages two until they are ready for school and are open term time only. Monday to Friday from 9.30am to 3pm with sessions from 9.30am to 12 midday and from 12pm to 3pm. The setting offers funded places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Katie Smith

## Inspection activities

- This was the first routine inspection the setting 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 the evaluation of the provider.
- The manager and inspector carried out a learning walk together.
- The inspector completed a joint observation with the manager.
- Parents shared their views with the inspector.
- The inspector observed staff and children at play and spoke to staff at appropriate times.
- A meeting was held with the manager to discuss their leadership of the setting.
- The inspector reviewed documents relevant to the inspection.

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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