

Inspection of First Steps Day Nursery

31 Church Street, Great Wilbraham, Cambridge CB21 5JQ

Inspection date: 7 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 very happy and settled in this 'family feel' nursery. They are well cared for by staff, who are warm and nurturing towards them. Babies confidently practise their growing physical skills. They show they feel safe and secure in the care of the staff. For example, they put their arms out to them for cuddles and are curious about visitors as they watch from a distance, safe in the knowledge that familiar staff are close by.

Toddlers readily demonstrate their growing independence as they put on their own coats to go outside. They show increasing ability to use number language, for example, as they count the dolls they have put to bed, one by one. Older children show a good understanding of letters and sounds. They look at each other's name cards and think of other items that also begin with the same letter as the start of each name. Older children show good reasoning and logic skills. For example, they think carefully when they are asked which bird they think may lay blue eggs, before answering 'bluebirds'.

Children's communication and language development is promoted effectively across the nursery. Children love stories, especially where they are familiar and can join in with repeated refrains. Older children know that when the text is written in large print in stories, they can use louder voices to communicate the words.

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

- The nursery has a clear set of aims and values that underpin all that the staff do. Management and staff focus on creating a real 'family ethos' and this is highly valued by parents.
- Staff have good communication with parents. They ensure they are fully aware of children's experiences outside of the nursery so they can complement these when children attend. Staff use information about children's next steps, interests and prior experiences to provide children with a broad and balanced curriculum.
- Support for children with special educational needs and/or disabilities is very good. Staff who take a lead in this support are very knowledgeable about children's individual needs and manage these in a positive and effective way. Previously, staff have established effective partnerships with other providers where children attend more than one setting. However, this has lapsed which does not best support continuity and consistency for these children.
- The manager and deputy manager are clear about what they want children to learn while at this nursery, and before they leave for school when the time comes. Their aim for staff to facilitate this, through play and building strong attachments with children, is successfully achieved. The reception area is very welcoming and reflects the diversity of the families using the nursery. However,

there is not the same emphasis in the rooms where children are cared for, to help children learn about, and appreciate, their own and other's diverse backgrounds, languages and cultures.

- The manager and deputy manager have clear plans in place to ensure the continuous improvement of the nursery. They also have a clear overview of each child's progress and development. Any gaps in learning are swiftly identified and addressed. There is a clear focus on training that is well targeted to improve staff's understanding, knowledge and skills that will benefit them in the care of the children they currently look after.
- Feedback from parents is very positive. Comments include: 'It's great to see a lockdown toddler so full of confidence and well socialised.' Another comments 'I wouldn't change it for the world' and 'I would never send my child anywhere else.' Parents feel they were very well supported during the COVID-19 pandemic. They show great appreciation for the hard work and effort staff put in to keep in touch with families.
- Staff supervisions are held regularly and staff talk confidently about the purpose and benefit of these for them. Recruitment procedures are robust and ensure that those working with children are suitable to do so.
- All policies and procedures are in place and implemented effectively to promote children's safety and well-being. For example, staff monitor sleeping children regularly and administer first-aid treatment in a safe and reassuring way.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding procedures within the nursery. They can identify potential signs and symptoms of abuse and fully understand their responsibility to report concerns to those that take a safeguarding lead role. Any concerns are referred appropriately to outside agencies with a statutory responsibility for safeguarding children. Staff understand what they must do if they witness inappropriate behaviour towards a child by a colleague or member of the management team. Staff also have a clear understanding of wider safeguarding issues, for example radicalisation.

What does the setting need to do to improve?

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

- give children a wide range of opportunities to learn about, and appreciate, their own and other's diverse backgrounds, languages and cultures
- re-establish previously successful partnerships with other providers, to share information and promote consistency for children who attend more than one provision.

Setting details

Unique reference number	EY482459
Local authority	Cambridgeshire
Inspection number	10219443
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 at time of inspection	0 to 4
Total number of places	41
Number of children on roll	56
Name of registered person	First Steps Day Nursery, Great Wilbraham Ltd
Registered person unique reference number	RP534053
Telephone number	01223 881285
Date of previous inspection	9 August 2016

Information about this early years setting

First Steps Day Nursery was registered in 2015. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

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 provision.
- The manager, deputy manager and inspector completed a learning walk together. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Some parents spoke to the inspector during the inspection and others provided written feedback. The inspector took account of their views.

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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