

Inspection of First Steps Nursery (New Mills) Ltd

175 Buxton Road, Furness Vale, HIGH PEAK, Derbyshire SK23 7PZ

Inspection date: 13 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children form strong attachments. They freely hug and cuddle staff throughout the day. Children explore a wide range of exciting opportunities, which helps them make good progress in their development. They demonstrate positive attitudes to learning and are motivated to join in with planned activities. For example, toddlers are learning about the 'Three Little Pigs' story. They work alongside staff to build brick and straw houses. Children excitedly recall the story. They know that the wolf will 'huff and puff.' Children politely ask for more bricks to make their house strong. They are developing the skills they need in preparation for school. For example, children learn to do things for themselves. They make choices about their play, put on their own boots and coats, and serve themselves at mealtimes.

Children's health and emotional well-being are given the highest priority. All children spend considerable amounts of time outdoors. Pre-school children thrive in the exciting and enticing forest area. Staff supervise children well as they gather large sticks to build dens and climb small ladders to balance items on the willow tunnel. Children giggle with delight as they hide within the bamboo trail. Children learn how to manage their own risks. They undertake risk assessments with staff to ensure the forest area is safe for them to play in.

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

- Leaders and managers prioritise children's emotional well-being. Staff constantly praise children for their achievements and encourage them to try new things. Children know that it is fine to make mistakes and to keep trying. Parents state that their children are growing in independence and curiosity. They feel that their children are ready for the next stage in learning.
- Children with special educational needs and/or disabilities (SEND) are supported effectively. For example, non-verbal children are helped to recognise and communicate their own care needs. Staff work closely with other agencies, such as occupational health therapists. As a result, children make good progress from their starting points.
- Staff encourage babies to develop their core muscles. Babies gain confidence as they are enticed to stretch and reach for toys. Staff interact with babies in a purposeful way. Babies coo and laugh in delight as staff copy their sounds and expressions. This helps babies develop their early communication skills.
- Staff teach children what is expected of them. They encourage children to take turns and to use their manners. However, when children have to wait for long periods, they become restless and disengaged. For example, children wait too long for lunch. Toddlers stop listening to staff's instructions, some start to wander off and noise levels increase. Additionally, some pre-school children start to misbehave.

- Staff provide opportunities for children to develop their small-muscle skills. Babies eagerly copy staff and make marks in flour with their fingers. Toddlers are keen to paint with different-sized brushes and sponges. Pre-school children are supervised as they confidently hammer nails into wooden blocks. This helps children develop the muscles they need for early writing.
- Staff are effective in supporting children's speaking and listening skills. Children readily engage in conversations during their play and daily routines. For example, children demonstrate a love of familiar books. Toddlers squeal with excitement when they find a crocodile on the pages. They point out his teeth and make snapping sounds. Pre-school children repeat familiar phrases back to staff as they read a story about a cat who likes boxes. Children are confident communicators.
- Staff plan exciting activities to encourage all areas of children's learning and development. However, at times, staff do not provide enough challenge for the most able children. For example, pre-school children make dough pancakes. Staff ask how many they have made. Children estimate 100. Staff do not help children to check this. This means that some children's learning could be extended further.
- Staff provide healthy meals and snacks. They use mealtimes to help children understand the benefits of eating well. For example, children know that milk makes bones strong. Children are developing good hygiene routines. Staff remind children to wash their hands before meals and after messy play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the possible signs that a child may be at risk of harm. This includes recognising those who may be at risk from extreme views. Staff know the procedures to follow should they need to report a concern about a child. They are confident in their knowledge of how to report concerns about another member of staff. The manager ensures safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children. The premises are safe and secure. Routine checks are conducted by staff to ensure the ongoing safety of children.

What does the setting need to do to improve?

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

- review the organisation of mealtimes to ensure children are not waiting for long periods so children's learning is not disrupted
- make better use of the opportunities to extend children's learning during activities.

Setting details

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| Unique reference number | EY392081 |
| Local authority | Derbyshire |
| Inspection number | 10071575 |
| 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 | 40 |
| Number of children on roll | 60 |
| Name of registered person | First Steps Nursery (New Mills) Limited |
| Registered person unique reference number | RP526749 |
| Telephone number | 01663 746 632 |
| Date of previous inspection | 28 October 2015 |

Information about this early years setting

First Steps Nursery (New Mills) Ltd is based in Furness Vale, Derbyshire. It registered in 2010. The nursery employs 12 members of childcare staff. Four of these hold appropriate early years qualifications at level 6, two hold appropriate early years qualifications at level 3, and one holds an appropriate early years qualification at level 2. The nursery opens from Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the premises and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on 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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