

Inspection of First Steps Kindergarten

Yewtree Lane, Poynton, Cheshire SK12 1PU

Inspection date: 22 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

All children make good progress in their learning and development because staff teach them effectively. Staff listen carefully to what children say, observe closely what they can do and have high expectations of what they are able to achieve. This ensures that children are acquiring the skills they need for the next stage of learning. The manager is committed to improving the practice of the setting and is supporting children to develop positive attitudes to learning. Therefore, children behave well and engage in cooperative play for extended periods of time.

Children demonstrate that they are happy in the setting as they are confident in exploring the environment, and older children have good opportunities to think critically about how things might work. For example, they use building bricks to make homes for their puppies, thinking about how they might need to position the bricks to make the spaces. Consequently, children grow in confidence as they learn through trial and error. Staff expose children to a wide variety of language. For example, they talk about 'seedlings' and 'shoots' as they plant flowers. This enables children to use an increasing range of words in their play. Children talk confidently about what they are doing.

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

- The manager and staff have a good understanding of how children learn and develop. They use this knowledge well to implement an ambitious and challenging curriculum. Consequently, children engage in a good range of experiences which enhance their knowledge and skills.
- The manager uses a range of methods to support staff to improve their practice. For example, she talks with staff during team meetings and in supervisions about areas for improvement. Staff work closely together to share ideas with each other about how they might enhance opportunities for children to learn, and they undertake peer observations. However, staff are not always clear on precisely what they need to do to improve their teaching in order to support children to achieve the best possible outcomes.
- Staff use a range of methods to support children to understand how to behave. For example, they use puppets and books with children to support them in understanding their feelings. Therefore, children behave well and are developing their knowledge and understanding of how to manage their emotions.
- Children have a good range of opportunities to develop their physical skills. They throw and catch balls, climb in and out of the ball pool and climb on equipment indoors and outdoors. As a result, children are developing their core strength, balance and coordination.
- Children have a wealth of opportunities to learn about the world around them. They engage in planting seeds and staff help them understand how flowers

grow by explaining what will happen to the seeds. This helps children to understand about living things and the growth cycle.

- Staff support older children to be curious and to understand how to find information. For example, children guess how many eggs Komodo dragons might lay and then find out the correct information in a book. However, some staff do not always provide younger children with opportunities that help them to test out their own developing ideas. This means that some children cannot fully explore their thoughts.
- Children's personal development is promoted well. They enjoy healthy meals and play outdoors every day. Children engage in good hygiene routines and learn about the characteristics that make them unique. For example, they draw pictures of themselves and their individual features. Consequently, children thrive in this warm and welcoming nursery.
- Parents speak positively about their children's experiences in the nursery. They appreciate the information they receive about their children's learning and development and how they can continue the learning at home. This creates a consistent approach for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake training in relation to safeguarding, which helps them to know and understand the signs and symptoms of abuse. They know the procedure to follow if a concern arises about a child or colleague, which contributes towards keeping children safe. Staff have created safe environments for children to play in, which means children can explore safely. Staff and the manager have considered the safe use of technology and have created a positive culture where staff are confident to challenge each other. This helps to protect children from harm. Staff are deployed well and supervise children effectively.

What does the setting need to do to improve?

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

- continue to strengthen the professional development of staff, and focus on enhancing their knowledge and skills in order to consistently improve the teaching of the curriculum to the very highest levels
- refine the implementation of the curriculum, to extend the range of opportunities that allow younger children to test out their own ideas.

Setting details

Unique reference number	305058
Local authority	Cheshire East
Inspection number	10103008
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	50
Number of children on roll	63
Name of registered person	First Steps Kindergarten Partnership
Registered person unique reference number	RP909946
Telephone number	01625 859 867
Date of previous inspection	4 April 2019

Information about this early years setting

First Steps Kindergarten registered in 2000 and is situated in Poynton, Cheshire. The nursery employs 20 members of childcare staff. Of these, 15 hold qualifications at level 3, one holds a qualification at level 4 and one holds early years professional status. The nursery opens from Monday to Friday, all year round. Nursery and holiday club sessions are from 7am until 6pm. Out-of-school club sessions are from 7am until 9am and from 3.30pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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