

# Inspection of Hunstanton First Steps

Avenue Road, Hunstanton, Norfolk PE36 5BW

---

Inspection date:

26 May 2022

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children enjoy attending the nursery and arrive with big smiles. They settle quickly and choose what they want to play with. Older children set out a picnic with a blanket and play food. Younger children explore how different sounds can be made with a range of musical instruments. Although children enjoy the activities on offer, staff do not always ensure planned activities have a sharp focus on what children need to learn next. For example, a play dough activity is used to help improve children's fine motor skills but staff do not plan extensions for older children. Staff are not clear how the activity will be followed up to ensure children's skills and knowledge build over time.

Children show confidence and curiosity. They approach staff to ask for their help and involve them in their learning and play. For example, older children ask staff for help when setting out wooden blocks to climb on. Younger children take jigsaws to staff for them to complete together. That said, staff do not always make full use of these opportunities to extend children's communication and language development. Staff ask closed questions, which limit opportunities for children to learn new vocabulary and engage in back and forth meaningful interactions.

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

- Some activities do not provide enough challenge to ensure children make progress. For example, the intent behind a painting activity is not clear. Older children are not supported to use previously learned techniques and younger children wander around and paint nearby furniture instead. Furthermore, staff do not consistently build on children's mathematical development by using mathematical language or introducing counting into children's play. For example, children use small bricks to construct but are not supported with counting the bricks they have used or recognising different shapes.
- The organisation of some daily routines has a negative impact on children's development. Story time is poorly planned and staff fail to act when children stand up and block the view of others. Staff do not include those who are more reluctant communicators when asking questions about the story. This has a negative impact on their enjoyment of the story and hinders their development of early reading and language.
- Staff fail to recognise that the learning environment is not adequately meeting children's needs. This has a negative impact on children's learning and engagement. For example, displays containing children's photos are placed too high for children to see. Posters on the walls are faded and in poor condition. There are weeds in the outside area and unusable equipment is not removed.
- Staff treat all children with the utmost respect and kindness. Children seek comfort and reassurance from staff when they are tired. Staff support children's

emotional development well. They offer praise and encouragement to boost their confidence. For example, staff tell children 'Well done' when they complete jigsaws.

- Staff comment that they feel valued by leaders. There is a clear sense of teamwork and shared support for each other. Leaders use cohort tracking to identify areas for improvement and show capacity in making necessary improvements to improve outcomes for children. Staff morale is good and they comment that they enjoy working at the nursery.
- Partnerships with parents are a strength. They say that staff are 'brilliant' and 'amazing'. Parents report that they find weekly emails useful in providing them with an overview of planned activities. The manager knows her families well. She understands each individual circumstance and works closely with her whole staff team to ensure that families are well supported. During the pandemic, leaders went above and beyond in their communication and support for children and their families.
- Leaders establish professional relationships with external agencies. Children with special educational needs and/or disabilities are identified and referrals to external agencies are made promptly. Parents are kept fully informed of their child's progress and how additional funding is spent. Leaders make considerable effort to settle in new children and act upon transition information they receive from parents. This results in children settling quickly and making good attachments.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify and report concerns regarding the welfare of children or the behaviour of an adult. Leaders use regular meetings to ensure all staff are aware of policies and procedures to keep children safe. Managers have well-organised procedures in place for recruitment and induction. Staff attend regular safeguarding training and complete paediatric first-aid training to ensure their knowledge and skills are up to date.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
review the organisation of daily routines and the learning environment to ensure all children make good progress	08/08/2022

ensure all children have rich opportunities to develop their communication and language skills	08/08/2022
support staff to understand how to implement the curriculum to ensure it offers children appropriate challenge.	08/08/2022

## Setting details

<b>Unique reference number</b>	2565425
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10233504
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Glebe House School Trust Limited
<b>Registered person unique reference number</b>	RP525216
<b>Telephone number</b>	01485 533377
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hunstanton First Steps registered in 2019. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, two at level 4 and one at level 3. The nursery opens Monday to Friday from 8.30am to 3.30pm term time only. It provides early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## Inspection activities

- This was the first routine inspection the nursery has received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the nursery manager and area manager has taken that into account in their evaluation of the setting.
- The manager and the inspector discussed how the curriculum is organised and implemented.
- The inspector spoke with the nursery manager and area manager at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- Staff spoke to the inspector during the inspection.
- The inspector and the area manager carried out a joint evaluation of an activity.
- The inspector looked at relevant documentation.
- A number of parents provided verbal feedback to the inspector and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022