

Inspection of First Steps Nursery At Froebelian

173, New Road Side, Leeds LS18 4DR

Inspection date: 24 June 2022

| Overall effectiveness | Outstanding |
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff are dedicated to ensuring that every child gets the best possible start to their education. The impact of the highly effective curriculum is clearly evident in children's learning, behaviour and attitudes. Children become absorbed in activities. Their concentration and perseverance contributes to their excellent achievements. Children are extremely well prepared for later learning. Pre-school children show remarkable abilities in literacy and mathematics. They can write their name and other words, and know about the sounds that letters make. Children confidently solve mathematical problems, such as how many more spoons they need to make sure all their friends have one.

Staff foster children's curiosity, imagination and creativity. Children are consistently keen to explore and to learn more. Staff support this extremely well. Children notice changes in the ducklings which they care for. This leads to children taking part in a wealth of activities, including observational drawings, making models and finding out facts in books. Toddlers are incredibly focused while exploring sand, water and other messy play activities. Babies become fascinated by the leaves and petals while watering flowers. Robust key-person arrangements help children to feel safe and secure. Staff have an excellent knowledge of children's individual needs. They are very sensitive to those children who need more reassurance, for example, when unfamiliar people visit nursery.

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

- Leaders have consistently high expectations of staff and children. They focus the curriculum, routines and plans for further development on achieving the best possible outcomes for children. Despite the challenges posed by the COVID-19 pandemic, staff have continued to provide outstanding levels of care and education for all children.
- The atmosphere is calm, and routines and activities are well paced. Children have plenty of time and opportunities to understand and practise what they learn. Staff ensure that children have a deep understanding before moving on to new learning. This helps children to remember their new skills and knowledge, and to build on them successfully.
- Staff's plans for children's learning are meticulous. They use their excellent knowledge about how children learn to plan meaningful and exciting activities that match their learning needs precisely. Many children exceed typical levels of expected development for their age.
- Staff skilfully support children to extend their already remarkable language skills. Babies and toddlers benefit from regular song times and repeated familiar stories that help them to learn new words rapidly. Staff working with pre-school children consistently model rich and varied vocabulary. Children are extremely

articulate and confident talkers.

- Alongside focused and adult-led activities, staff support children to play independently and take responsibility for their own learning. This is enhanced by the very well-thought-out environment. Children keenly explore inviting play spaces, where their prior learning is evident. For example, they choose to play a lotto game and remind one another of the rules.
- Children's behaviour is exemplary. They play together harmoniously, and show remarkable respect and consideration for others. Children listen intently to adults during activities and wait for their turn to speak during discussions.
- Staff teach children about, and celebrate, their uniqueness. All aspects of practice reflect the diversity of the community and the wider world. Parents appreciate the inclusive and multicultural approach that is woven into the nursery ethos. Staff support children to learn about one another's celebrations in an age-appropriate way.
- Leaders scrutinise staff's practice and the achievements that children make. This leads to incisive enhancements in nursery that accelerate children's learning. For example, the outdoor area has recently been improved. Staff now provide even more opportunities for children to practise their mathematical skills. Children make rapid progress in their learning.
- Parents are active partners in their children's learning. They report that communication from staff is excellent. Regular and detailed information is shared between parents and key members of staff. This helps parents to enhance children's learning even further at home, working to the same aims as staff. They say that their children 'thrive' in nursery.
- Staff's professional development is centred around maintaining and enhancing the high standard of teaching. Staff develop and share their expertise in early years education. This helps to ensure that the curriculum continues to precisely meet the needs of the children attending. For example, they have developed expert knowledge of how to support children's developing language skills .

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safe practice. Their own understanding of how to protect children is astute and up to date, and this is shared with staff. Staff's knowledge of how to identify children at risk from harm or abuse is secure. They demonstrate a highly detailed knowledge about varied aspects of safeguarding practice. Staff have stringent arrangements to record and share information to help to ensure that concerns about a child's welfare are responded to swiftly and appropriately. Leaders have robust safe recruitment procedures to help make sure that staff are suitable to work with children.

Setting details

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| Unique reference number | EY491372 |
| Local authority | Leeds |
| Inspection number | 10225909 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years 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 | 119 |
| Name of registered person | The Froebelian School (Horsforth) Limited |
| Registered person unique reference number | RP525650 |
| Telephone number | 0113 2588933 |
| Date of previous inspection | 2 September 2016 |

Information about this early years setting

First Steps Nursery At Froebelian registered in 2015 and is located in Leeds. The nursery employs 15 members of staff who work directly with children. Of these, 14 hold an appropriate early years qualifications at level 3 and one at level 2. There are an additional seven members of bank staff, of whom three hold a relevant qualification at level 3. The nursery is open Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and staff and has taken that into account in her evaluation of the setting.
- The deputy manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- Leaders met with the inspector to discuss leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and looked at written feedback from others, and 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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