

Inspection of Gaywood First Steps

Queen Mary Road, Gaywood, KING'S LYNN, Norfolk PE30 4QF

Inspection date: 29 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very well cared for at this friendly and welcoming nursery. They show that they are happy and secure. Toddlers proudly show staff the pictures they have drawn. Babies approach staff for a cuddle when they are tired. Older children laugh with delight as they crawl around with staff and roar like tigers. Staff are wonderfully kind and patient. Children persevere with getting sand out of containers. They work out how best to set out stepping stones for a 'trim trail'. Staff offer reassurance and tell them to 'keep trying'. This helps to support their growing self-esteem and confidence.

Children spend long periods of time outside being physically active. As a result, children show high levels of physical proficiency. Babies use walkers to push themselves around. They crawl around obstacles and throw balls in the air. Toddlers use see-saws and slither down slides. Older children initiate their own chasing games. They speed around on bicycles and balance on planks and stepping stones. Staff have planned outside areas to ensure activities are varied and stimulating. Children benefit from access to quiet areas. They sit in the shade and play with 'small world' resources and look at books.

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

- Children are kind and friendly to one another. They work together to complete jigsaws and construction tasks. Young children arrive and wave and say hello to their friends. Older children hold hands and tell each other 'well done' when they set up a train track. Children are polite and use please and thank you in their play. Staff model positive behaviour and expertly offer solutions and support when young children become frustrated.
- The curriculum is ambitious and well sequenced. There is a tremendous sense of purpose and focus around the nursery. Older children become engaged in using scissors to make snips in paper. They make their own 'books' and write the letters of their names. Younger children use toothbrushes to wash dinosaurs. Children with special educational needs and/or disabilities are supported well. Staff ensure referrals are made in a timely manner and children's first languages are shared and celebrated.
- Children make good progress in their mathematical development. Staff model counting as they help babies to scoop cereal. Toddlers freely use number names and counting in their play. Older children complete shape puzzles and recognise circles, squares and triangles. They chat about 'pointy corners' and 'round circles'. They show high levels of proficiency in drawing simple shapes.
- Staff work collaboratively to plan the curriculum. They are reflective and use ideas gathered from training to improve their own practice. This has a positive impact on their professional development. Staff are dedicated and regularly use

their own time to make stimulating resources for children.

- The manager is an inspirational leader and is fully committed to her role. She has overseen considerable building work to improve the indoor and outdoor provision. She has robust systems in place for monitoring and any gaps in training are quickly identified and acted upon. She provides a range of support meetings for all staff and takes great care to make sure staff feel appreciated.
- All staff maintain excellent relationships with parents. Staff are proactive in their communication and regularly provide parents with resources and ideas to use at home. Parents report that their children are 'thriving' and 'flourishing'. They feel listened to and say they would fully recommend the nursery. Settling-in sessions are flexible and tailored to suit individual children. This ensures new children settle extremely quickly.
- Children benefit from regular opportunities to sing songs and read books. This helps their communication and language development. Older children remember parts of a familiar story. Young children sing songs during their play. Babies babble and repeat familiar words. Although staff provide dialogue, they do not always build and extend ideas during conversations. Some staff do not ensure they model the correct pronunciation of words.

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. They show an awareness of issues that may affect the children in their care, including wider safeguarding concerns, such as female genital mutilation. Leaders worked hard during the COVID-19 pandemic to maintain regular communication and provide support for children and their families. Staff work collaboratively with other professionals to ensure relevant information is passed on to ensure the best outcomes for children.

What does the setting need to do to improve?

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

- support children's speech development further and help them learn how to pronounce words in the correct way
- strengthen staff's knowledge of how to promote children's communication and language skills through thoughtful conversations.

Setting details

Unique reference number	2565426
Local authority	Norfolk
Inspection number	10233505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	68
Number of children on roll	107
Name of registered person	Glebe House School Trust Limited
Registered person unique reference number	RP525216
Telephone number	01553 771700
Date of previous inspection	Not applicable

Information about this early years setting

Gaywood First Steps registered in 2019. The nursery employs 21 members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, one at level 6, 14 at level 3 and three at level 2. The nursery is open all year round except for bank holidays. Sessions run from Monday to Friday from 8am to 5pm. 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 since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documents on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022