

# Inspection of First Steps Childcare (Cambridgeshire) LTD

27-29, Lynn Road, WISBECH, Cambridgeshire PE13 3DD

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Inspection date: 9 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Children feel safe and secure as they confidently greet visitors with a welcoming wave and a beaming smile. Staff prioritise supporting children's physical, social and emotional well-being. The forest school offers a natural environment, with freedom and space, where children develop strength and resilience, while learning through their senses. From an early age, children confidently express their feelings and develop a positive self-esteem. The grand piano and real-life role play resources further develop children's understanding of the world they live in. Children delight in visiting the role play cafe for a cup of tea, while their peers serenade them with a gleeful tune on the recorders.

Children's love of reading is clear to see throughout the setting. Additionally, children benefit from opportunities to draw and write with a purpose. Relationships with young children are sensitive, stimulating and responsive. As a result, children form secure attachments, which promotes their independence and a love of learning. Young children learn through meaningful sensory experiences. They giggle alongside the staff as they clap 'gloop' between their hands and revel in being splashed.

Children are motivated to learn and keen to persevere. There are opportunities to interact with children of different ages. This has a positive impact on children's early social development and supports smooth transitions to the next stages of their learning. Children make solid friendships and are supported effectively to understand and respect the feelings of others. If a child is upset, staff offer them comfort and reassurance. Staff praise good manners. Children's behaviour is good and they understand what is expected of them. Staff consistently use highly effective action to support children who struggle to regulate their behaviour.

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

- A thoughtfully designed and equally stimulating learning environment supports the intent of an ambitious and coherently planned and sequenced curriculum. Resources provided are inclusive, instilling a sense of self in children. The positive impact on children is evident as they show high levels of concentration and engagement during activities.
- An effective key-person system is in place. Any additional support for children is identified early, and they all make good progress from their starting points.
- Children's communication and language development are prioritised. Children with delayed speech and language benefit from effective targeted interventions delivered by trained staff. As a result, all children make good progress in their communication and language development, including those who speak English as an additional language. Children confidently share their thoughts with staff

and their peers. However, staff do not build on children's existing knowledge to consolidate and deepen their knowledge, understanding and skills across the seven areas of learning.

- Mathematics teaching is delivered by staff in a way that is expertly designed to help children remember long term what they have been taught. Children talk about the time they found some woodlice in the forest, and that they had counted them and there was more than 10. The impact of this meaningful and integrated teaching is that children securely understand the mathematical concepts appropriate to their age and stage of development. However, staff do not always extend and challenge the most able children's mathematical knowledge.
- Staff build trustworthy and friendly relationships with parents. Parents are delighted with the progress children make and they report that care and communication are excellent. Parents report how daily communications and collaborative working further extends their child's confidence and willingness to learn at home. Additionally, parents of children with special educational needs and/or disabilities report that they feel extremely valued as an integral part of their child's well-being and education. They are regularly invited to meetings with other agencies, such as health and education professionals, to support their child.
- The management team and staff have a clear and ambitious vision for improvement to providing high-quality, inclusive care and education for all. This includes more experienced staff modelling their good teaching practice to help less confident staff teach at a higher level. The manager regularly meets for supervisions with staff to review practice. The manager sets expectations of staff that are realistic, including workload and training. All staff report high levels of support for their well-being. Because of this, children experience a predictable, consistent and positive environment and happily lead their own learning.
- There are clear and consistent messages to children that support healthy choices around food, exercise and the importance of relaxation. Good hygiene practices ensure all children's needs are met. Parents say they are highly reassured that their child's health needs are given priority. Staff encourage children to become increasingly independent in managing their personal needs.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. There is an established safeguarding culture that ensures staff have expert understanding and awareness of swiftly recognising a child who may be at risk of harm. Staff understand indicators of abuse, including grooming and exploitation, and know how to report concerns in a timely manner. The management team ensures that effective risk assessments are in place for children to be able to play safely, indoors and outside. All staff understand the whistle-blowing procedure they would follow if they had a concern about a colleague. Staff are aware of local child protection procedures.

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

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

- build on already good teaching to further support and develop children's individual learning goals, and to challenge and deepen children's knowledge and understanding across the seven areas of learning.

## Setting details

<b>Unique reference number</b>	EY417215
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113187
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	First Steps Child Care (Cambridgeshire) Ltd
<b>Registered person unique reference number</b>	RP530148
<b>Telephone number</b>	01945586966
<b>Date of previous inspection</b>	11 September 2015

## Information about this early years setting

First Steps Childcare (Cambridgeshire) LTD registered in 2010. The nursery employs 22 members of childcare staff. Of these, 21 hold appropriate early years qualifications, including the manager who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louisa Taylor

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The provider and the inspector completed a learning walk together to discuss the provider's intention for children's learning. Additionally, the provider showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation with the provider and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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