

Inspection of First Footsteps (Leyland)

53 Fox Lane, Leyland, Lancashire PR25 1HA

Inspection date: 15 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive full of enthusiasm for the day ahead and quickly become engaged in learning. They are greeted warmly by staff who know them well. Staff play alongside children, keeping them safe and secure as they explore. Children are encouraged to consider the needs of others and resolve difficulties for themselves. Staff ask how they are feeling and give them time to express their emotions. Children chat confidently and enjoy sharing their experiences with adults. They can talk about their friends and the things that they enjoy doing.

Staff reflect with children about the things that they have learned and celebrate their achievements. For example, they are delighted to choose which of their paintings they would like to display in their own special frame on the wall. This helps children to feel special and understand what makes them unique. Children behave beautifully. They take turns and share their resources freely. Staff are positive role models from the start. For example, they ask babies 'Can I just wipe your nose?' This fosters a culture of care and respect. Children persevere with tricky tasks and offer each other help to overcome problems. They make good progress in their learning.

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

- Staff have created environments that support children to develop their knowledge and understanding in all areas. They provide a curriculum that builds the skills children will need for the next stage in their learning. For example, babies begin to recognise themselves and their friends by looking at photos. Toddlers have their things labelled with their photo and name. This means that they can find their own cup or coat peg, and those of their friends. By pre-school, children can recognise which items belong to who by recognising written names.
- Children of all ages enjoy sharing books with adults. They can talk about their favourite stories and some traditional tales. Children listen intently as staff read aloud with expression and humour. This is helping children to develop a love of books and extending their vocabulary.
- Children enjoy interesting outings into the local community. They continue thinking about the things they have seen once back in nursery. For example, after looking at archways in the town centre, they made arched structures for themselves. Children are learning about the world around them.
- The learning environment provides many opportunities for children to develop their mathematical knowledge. This builds from using the mathematical language of size and shape for babies and toddlers, through to recognising numerals and counting groups of objects for children in pre-school. This is helping to build a solid understanding of a range of mathematical concepts.

- Staff chat enthusiastically with children as they play. These interactions are always warm and encouraging. Overall, staff use interactions effectively to extend thinking. However, this is not consistently the case, and some staff are less skilled in enhancing children's learning through conversation and play. This means that the learning potential for all children is not always maximised.
- Leaders work well with staff on a day-to-day basis to implement their vision for the nursery. They have a wealth of knowledge and experience to share with the staff team. Leaders encourage staff to access training and development opportunities. Staff feel well supported by the leadership team.
- Parents and carers say that staff go 'above and beyond' to meet children's needs. They value the strong bonds that their children have with caring staff who make nursery feel like 'one big family'. Parents say that their children are challenged and encouraged to try new things. They enjoy the ideas shared with them so that they can support their children's development at home.
- Staff understand how children learn and can assess their progress accurately. They swiftly identify children who may need additional support and take action. Staff work effectively in partnership with parents and other agencies. They use any additional funding wisely to meet individual needs. As a result, all children, including those with special educational needs and/or disabilities make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff access effective training to keep their knowledge of a range of safeguarding topics updated. Staff are aware of the signs that may indicate a child is at risk of harm. They understand what action to take in order to protect them. Leaders use effective processes for the safe recruitment and induction of new staff. In this way, they ensure that all staff are suitable and able to safeguard children. The health and safety of children is a priority. All staff have relevant training in paediatric first aid. They monitor health concerns and encourage children to follow good personal hygiene practices. Children are beginning to think about ways to keep themselves safe. For example, they understand that rain may make climbing equipment slippery.

What does the setting need to do to improve?

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

- further develop the skills of all staff so that they consistently use interactions to extend children's thinking and maximise learning.

Setting details

Unique reference number	EY257949
Local authority	Lancashire
Inspection number	10234712
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	72
Number of children on roll	50
Name of registered person	First Footsteps Ltd
Registered person unique reference number	RP521263
Telephone number	01772 454640
Date of previous inspection	5 January 2017

Information about this early years setting

First Footsteps (Leyland) was registered in 2003. The nursery employs 16 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3, one at level 4 and one at level 6. The nursery opens from Monday to Friday, all year round, apart from bank holidays. 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

Dawn France

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to several parents during the inspection 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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