

Inspection of First Steps Nursery

246 Cranes Park Road, Sheldon, Birmingham B26 3SU

Inspection date: 6 January 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children happily leave their parents at the door and are greeted by welcoming and friendly staff. Babies form close emotional attachments to their key person. They enjoy cuddles and reassurance when they are tired or upset, which successfully boosts their self-esteem. Older children are encouraged to find their peg and develop their independence by putting their belongings away before confidently joining in play with their peers.

Children's behaviour is good. Older children make friends and talk to one another to share experiences. They say 'please' and 'thank you' to each other as they pass toys, showing the respect that has been embedded through staff role modelling this behaviour. Younger children are encouraged to recognise their emotions and feelings and the impact their behaviour can have on others. This positive behaviour contributes to a calm environment throughout the setting.

Children are interested and motivated learners who enjoy the activities, linked to their interests, that staff provide for them. They have good opportunities to develop their physical skills in the well-resourced outside area. Children are eager to balance along the plastic beam, commenting how it has been raining, so they need to be careful not to slip. This shows how children can risk assess situations and behave appropriately to keep themselves safe.

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

- There is strong support for children with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) monitors children's needs continuously and puts targets in place to ensure that children can learn and develop to their full potential. Staff have good links with external agencies to make sure that all children receive the support they need, as well as staff receiving the training required. Additional funding is spent well to enhance individual children's development.
- Staff know the children well. The manager and staff structure the curriculum through children's interests to build on what the children know and can already do. However, on some occasions, teaching methods are not always consistent, adversely impacting children's learning potential. This is because staff are not supported as well as possible by leaders to excel in their teaching.
- Children learn about the importance of healthy lifestyles and good oral hygiene. They enjoy nutritious snacks and meals, and staff encourage children to brush their teeth at the setting. Staff sensitively support children's independence as they move through the nursery, ensuring they have the necessary skills for future learning.
- Parents are complimentary about their child's experience during their time at

nursery. They state that staff build good relationships with the children, and they enjoy hearing all about their day through communication at pick-up times. However, staff do not always provide parents with information to fully support their child's learning at home.

- Staff interact with children thoughtfully to promote their learning. For example, toddlers enjoy using different-coloured pots in the water tray, and staff sing a song about rainbows to them as they search for the different colours. When children have identified the colour, staff encourage them to fill the pot with water and count, 'one, two, three', before pouring the water back out into the water tray. Children are engaged in the activity, and staff ensure that all children are taking turns.
- Staff promote children's communication and language throughout the setting. Staff constantly talk to children and encourage them to learn new words. They encourage babies to join in actions with songs, while older children join in conversations about what they are doing. A range of language is brought into play, and staff constantly communicate with children to enrich their speaking skills and extend their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware and have a good understanding of the signs and indicators that a child may be at risk of harm. Designated safeguarding leads and all staff continually refresh their training regarding child protection and are aware of the procedures to follow if they have a concern about a child in their care. Staff supervise children well throughout the day and ensure children are never left on their own. Leaders and managers have a robust recruitment system in place to help to ensure that all staff are trained and that ongoing suitability is continually checked.

What does the setting need to do to improve?

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

- support staff to be consistent with their teaching methods to help children to achieve as much as they can
- strengthen opportunities to improve communication and information sharing with parents to further support their child's learning at home.

Setting details

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| Unique reference number | EY351384 |
| Local authority | Birmingham |
| Inspection number | 10235093 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 30 |
| Number of children on roll | 38 |
| Name of registered person | First Steps Nursery (Solihull) Limited |
| Registered person unique reference number | RP527924 |
| Telephone number | 0121 7222218 |
| Date of previous inspection | 19 January 2017 |

Information about this early years setting

First Steps Nursery registered in 2007 and is one of two nurseries owned by the provider. The provider employs seven members of childcare staff, of whom all hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Freya Marskell

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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