

Inspection of First Steps - Worthing

Worthing College, 1 Sanditon Way, Worthing BN14 9FD

Inspection date: 27 March 2023

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 arrive happily and are taken to their room by their parents, where they receive a warm welcome. Children who require more support to settle in are given the time they need to feel secure. Children freely access a range of resources and confidently move around their room. Older children proudly share the pictures they have drawn with others. They confidently talk about their home life and who they live with. Children demonstrate an eagerness to learn. They listen intently as staff describe objects that are in a bag. They guess what the objects are by listening to the sound they make. Children are introduced to new words such as 'udders' and recall what they have learnt. For example, they remember that cows have udders.

Children freely move between the indoor and outdoor environments. Younger children are supported to zip up their own coats before going outside. Older children practice writing the letters of their names. For example, they use chalks to make marks on the garden fences and the paths. Children use large paint brushes dipped in water to wash the chalk off. This supports their gross motor development and letter recognition. Children play well together and independently take turns. For example, they remind each other whose turn it is when they play 'What's the time Mr Wolf'.

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

- The manager has worked hard since registration to support staff to understand the curriculum and how to implement this consistently across the setting. She understands what children are learning and why this is important for the current cohort of children. Staff follow the children's interests and plan activities that will engage them. For example, older children are learning about rules and boundaries and how to respond to the different emotions they have. The focus for younger children is to promote their communication and language development.
- The manager carries out regular supervisions with staff. The focus of supervision is to enable staff to discuss their key children and any concerns they may have about their development. However, the manager does not focus the discussion on fully supporting staff to discuss any issues that may affect their role. This impacts on how well the manager can respond to the needs of all staff and improve their personal effectiveness.
- Children have plenty of opportunities for physical exercise and fresh air. They have free-flow access to the outdoor environment. They ride bicycles and tricycles and build using big blocks and crates. However, at times, not all staff engage with children to support their learning further. For example, staff can get distracted with daily routines such as cleaning rather than supporting children with meaningful learning opportunities.

- Children's communication is promoted very well, including for children who speak English as an additional language. For example, staff use sign language consistently across the whole setting. They support children to understand when they have finished playing or when they have finished their snack. Some children independently use sign language when communicating with each other. This helps children to communicate with each other as well as helping them to understand rules and boundaries.
- The curriculum is well-planned and builds on what children already know. For example, children are learning about the life cycle of a frog. Staff give children information and check their understanding. Children can recall the things they have previously learnt. They know that frogs can breathe under water and on land and understand what an amphibian is.
- Children with special education needs and/or disabilities (SEND) are supported very well. The special educational needs coordinator (SENCo) knows the children well. She liaises with the local authority and other professionals to ensure that staff consistently support all children. The SENCo meets with staff regularly and supports them to review plans to ensure that children's development is being encouraged. Funding is used to ensure that all children have access to the whole curriculum. As a result, children are well-supported and making progress.
- Parents are very happy with the care their children receive. They know what their children are learning and how they are progressing. Parents are given copies of all the nursery's policies and procedures when their children start at the setting. They feel able to share any concerns or suggestions they may have. Parents feel information about the setting is communicated well.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify the signs of abuse and how to respond to any concerns they may have about children. They understand the safeguarding policy and know how to refer any concerns. The designated safeguarding lead understands when to report concerns to local safeguarding partners. She understands the procedure to follow if an allegation is made against anyone working with children. Staff carry out daily risk assessments to ensure that the environment is safe for all children and update their safeguarding training regularly.

What does the setting need to do to improve?

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

- enhance the process for the supervision of staff to ensure that there is a focus on supporting and improving staff effectiveness
- develop staff practice to ensure that they consistently engage children in meaningful learning.

Setting details

Unique reference number	2685404
Local authority	West Sussex
Inspection number	10281542
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	56
Number of children on roll	83
Name of registered person	First Steps Childcare Group Limited
Registered person unique reference number	RP520759
Telephone number	01903 275750
Date of previous inspection	Not applicable

Information about this early years setting

First Steps - Worthing registered in May 2022 and is located in Worthing College, Worthing, West Sussex. It is open from 7.30am to 6pm, Monday to Friday, all year round. It is in receipt of early years funding for children aged two, three and four years. There are 15 members of staff, 11 of whom hold appropriate childcare qualifications. The manager holds a level 6 qualification.

Information about this inspection

Inspector
Pippa Clark

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how she supports 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 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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