

Inspection of First Steps Day Nursery

First Steps Day Nursery, 24 Cliff Road, HORNSEA, North Humberside HU18 1LN

Inspection date: 11 December 2023

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 and parents are greeted warmly by staff. Children are excited to enter the nursery and separate easily from their parents/carers. Staff enquire about how they are, and children quickly settle and join their friends. The premises provide a warm, welcoming and secure environment. The staff are responsive to children's needs and provide a caring approach. This helps children to form strong attachments.

Staff know the children well. This helps them to plan a curriculum which responds to children's learning needs and is linked to their interests. Staff understand the importance of focusing on children's communication and language development. In addition, they work to ensure that children access a variety of activities and tasks which will help them to acquire a range of skills in preparation for going to school. Children are encouraged to develop their imaginations. They invite staff to join their inspiring play, and staff facilitate an increasing development of their ideas to extend the play.

Children show positive attitudes to learning as they choose the activities they want to participate in. They benefit from regular visits to the park and in the wider community. Children demonstrate good behaviours as they interact with their peers and form friendships. They invite others to join them as they paint in the outdoor area and work together to make 'potions'.

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

- Staff support children's communication and language skills well. They use circle time for children to choose their favourite nursery rhymes, using props to engage the children and hold their interest. Children often lead conversations and staff extend these as they talk about previous activities and recall the outcomes.
- Staff provide a stimulating learning environment which inspires children to have a go at activities. Children learn about cause and effect. Staff talk to children about the melting snow as they discuss solid ice, melting ice and water. Children recreate snowmen, using cornflour and carrots. They talk about the weather and the seasons. Children enjoy experiencing with different textures and materials as they play. They use their fine motor skills as they thread pasta pieces onto string.
- Staff know the children well. They accurately identify the next steps in children's learning and know how to use activities to promote their development. However, staff do not always follow children's lead when they require more exploration of subjects.
- Staff work well to promote children's speech and language development when additional help is required. They use proven strategies when waiting for further

intervention from professionals. They recap, use accurate pronunciation and ongoing narratives to support and extend children's vocabulary.

- Children understand about appropriate behaviours. Staff give full explanations about what behaviours should be minimised. This encourages children to talk about their feelings and what makes them sad. Staff caringly offer reassurance to children when they are tired. Children thrive on the praise given by staff, which boosts their self-esteem. They seek out staff to show them their pictures. Staff reinforce children's feelings of self-worth as they admire their creations.
- Children know about good hygiene and keeping healthy. Staff support them to blow their noses and wash their hands afterwards. Children know about oral hygiene as they participate in the 'brush bus' and learn about looking after their teeth. Staff understand the impact of dummies on children's oral health and communication and language. They recognise some children need dummies during sleep time, but discourage regular use.
- Staff promote children's independence skills very well. Children help to set the table for snack and choose fruit from a bowl. Children persevere with peeling their own fruit, and even younger children carefully pour their own drinks. Children take off their shoes and hang their coats up. Staff give minimal support, as even younger children are already skilled in these areas.
- Staff work with children to support them to understand about making healthy choices. They have a 'time to try' day where new foods are introduced. Children learn about the origins of food, which increases their interest.
- Staff share information with parents through an online application. Parents report good relationships with nursery staff and are complimentary about the support they receive.
- Staff carry out risk assessments to ensure that the premises are safe and secure for children. However, they do not always act swiftly to remove any risks following creative play.
- The manager evaluates activities accurately and identifies the strengths and weaknesses of staff practice. They use their observations to support staff to further enhance their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of the safeguarding requirements. They have clear guidance to follow should they have concerns about a child in their care. They understand how different people in society can be exposed to different risks and recognise the signs they should be aware of to safeguard all. Leaders are aware of safer recruitment practices and how to ensure that people working with children remain suitable.

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 provide higher levels of teaching and interactions during routine activities, by following children's interests to extend their learning experiences
- act more swiftly to address any potential risks which arise from creative play.

Setting details

Unique reference number	EY451795
Local authority	East Riding of Yorkshire
Inspection number	10305158
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 11
Total number of places	26
Number of children on roll	51
Name of registered person	Brown, Gail Marie
Registered person unique reference number	RP910601
Telephone number	01964582211
Date of previous inspection	13 February 2018

Information about this early years setting

First Steps Day Nursery registered in 2012 and located in Hornsea, East Yorkshire. It is open from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am to 6pm. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery provides out-of-school provision for children who attend school.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and spoke about the nursery's curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents/carers 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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