

Inspection of First Footsteps (Norris Green)

Fairwinds, Broad Lane, Norris Green, Liverpool, Merseyside L11 1AD

Inspection date: 24 September 2024

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

Leaders and staff ensure they create a safe and caring environment for children. They establish nurturing and affectionate relationships, which helps children to feel settled and secure. Children show they feel secure as they seek out a reassuring cuddle from their key person upon arrival.

Staff plan an exciting and ambitious curriculum, through which all children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. They support all children to develop the skills they need for the future effectively. Staff build on what children already know and can do and offer experiences to broaden children's learning. For example, children take part in bark rubbing. They use crayons and skilfully rub them over the paper attached to the tree. Staff discuss the different patterns that they have created. Children demonstrate a positive attitude to their learning and make good progress from their starting points.

Staff have high expectations for children's behaviour and conduct. They model good behaviours and support children to be respectful of their friends and staff. Children create good relationships with others as they demonstrate how to problem-solve while they play together and share resources.

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

- Leaders and staff ensure they work together to ensure all children's needs are met. They work closely with other professionals to provide tailored support for children with SEND. Staff draw on training to enable them to swiftly recognise when children might need additional help and adapt their practice accordingly. Staff use their monitoring and assessment processes to help them to identify any emerging gaps in learning and are quick to respond. As a result, all children, including those with SEND, show remarkable progress.
- Leaders work closely with staff to develop and implement a well-sequenced curriculum. Staff model good language skills to support children's play and experiences. For example, babies develop their communication skills as they enjoy singing 'Happy Birthday' to 'Old MacDonald'. However, there are times when staff do not fully utilise interactions to further extend children's thinking. This means that, on occasion, children miss out on being able to think critically or expand on their own ideas.
- The key-person system is effective. Each child has a member of staff who has a detailed understanding of their home life, care needs and learning requirements. Staff observe children in their play, assess their progress and plan for their next steps effectively.
- Children enjoy a variety of experiences, with staff dedicated to supporting their

personal development. They develop an awareness of the world beyond the nursery and their homes as staff plan regular outings in the local community. For example, children walk to the local park, where they learn about road safety and develop their physical skills. Staff ensure that they carry out thorough risk assessments before they go. They help children to understand possible risks when they are out, such as crossing the road safely. As a result, children develop an awareness of how to keep themselves safe.

- The reflective leaders have a strong understanding of the overall strengths and areas for continued development of the nursery. Staff say that leaders are highly approachable and supportive. Leaders make effective use of supervision sessions to support staff. They offer continued professional development to all staff to help them fulfil their roles effectively. Recent training has focused on extending staff's knowledge of how to support children with SEND. Staff feel well supported and say how leaders support their well-being. This contributes to high levels of staff retention.
- Children have regular access to the nursery's garden. Staff support children to develop their physical skills. Children develop muscle strength as they navigate the different surfaces. They develop balance and coordination as they carefully balance on the tyres. Children's physical skills develop well.
- Parents' views of the nursery are highly complimentary. There is a good exchange of information to support children at each stage in their development, including where they need help from other professionals. Parents value staff's advice on matters such as children's behaviour and toilet training. This helps to provide a consistent approach to children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on opportunities to support staff to develop their questioning skills to ensure they give children time and opportunity to think and respond.

Setting details

Unique reference number	EY255561
Local authority	Liverpool
Inspection number	10351252
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	52
Number of children on roll	84
Name of registered person	First Footsteps Ltd
Registered person unique reference number	RP521263
Telephone number	0151 256 8485
Date of previous inspection	18 October 2018

Information about this early years setting

First Footsteps (Norris Green) registered in 2003. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and eight hold a qualification at level 3. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke with parents during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- Leaders provided the inspector with a sample of key documentation on request.

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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