

Inspection of 1st Step Pre-school Ltd (Seaton Delaval)

Community Centre, Elsdon Avenue, Seaton Delaval, Whitley Bay NE25 0BW

Inspection date: 14 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy at this warm and welcoming pre-school. They confidently leave their parents at the door and quickly settle into the pre-school routine. Relationships between staff and children are warm and nurturing.

Children show good levels of imagination. In the role-play area, they pretend to make tea and are keen for staff to join in. They count during their play and do simple addition and develop a good awareness of mathematical language. Children explore the leaves and use the digger truck to scoop up compost. They talk about autumn and how the leaves change colour and fall from the trees.

Children enjoy the time they spend outdoors. They are fascinated by the world around them and notice familiar things within their environment. For instance, they are excited when they hear and see a flock of geese fly by and are curious about the spider and how many legs it has. Children develop their confidence and social skills and learn to manage their behaviour, while interacting with others. They learn about the pre-school rules and boundaries and what is expected of them. Children are kind and friendly towards each other. Staff regularly praise them for sharing and being kind to their friends.

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

- The staff work well together as an enthusiastic and dedicated team. They have worked hard to address the actions raised at the last inspection. Staff have completed extensive safeguarding training. The whole staff team understand their responsibilities to keep children safe. They are aware of how to identify the possible signs that a child may be at risk of harm. They know how to raise any concerns they have and the procedures they need to follow. The management team have reviewed and improved the safeguarding policies and procedures, and how information is shared with other agencies.
- The staff provide a well-planned curriculum that supports all children's learning and development. Staff use the information they gather from parents and their own observation to find out what children already know and can do. They use this information, along with a theme of learning, to develop children's knowledge and skills. However, not all staff consistently extend learning opportunities for older children. At times, some staff do not encourage children to think of solutions to problems that arise.
- Staff support children's language and communication well. Throughout the day, staff provide children with regular opportunities to sing songs and read books. Babies giggle and babble with staff. Toddlers name the different colours as they build with the blocks. Older children hold conversations with their peers and adults. For example, they confidently describe their journey to nursery and how

they were 'stuck in traffic' and had to go another way.

- Children develop a love of books. Staff are attentive and read to children as they self-select familiar stories, which they listen to intently. Children are starting to use their memory and recall skills to repeat refrains from popular stories. However, staff do not consistently provide children with access to writing tools. This hinders their ability to make marks and practice early writing skills.
- Children learn about the benefits of good health. They know to wash their hands before they eat their lunch. Staff have shared information with parents about healthy lunch boxes. This approach supports both children and parents to understand the benefits of healthy practices.
- Children benefit from regular fresh air and exercise. They run around and have fun playing 'tag' with their friends and staff. Children ride wheeled toys and build towers with the blocks. However, staff do not consistently plan purposeful outdoor activities to extend learning as well as possible for those children who learn best outdoors.
- Partnerships with parents are good. Parents comment how happy their children are attending the setting and often enter the setting without saying goodbye in their haste to greet their friends and staff. They say staff keep them well informed about their children's day and their developmental achievements.

Safeguarding

The arrangements for safeguarding are effective.

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

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 make the most of opportunities when interacting with children to help challenge them to think, solve problems and come up with their own ideas
- place a sharper focus on planning purposeful outdoor activities to better support those children who prefer to play and learn outside
- provide children with consistent access to mark-making tools to promote early writing skills.

Setting details

Unique reference number	2753852
Local authority	Northumberland
Inspection number	10361578
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 3
Total number of places	36
Number of children on roll	40
Name of registered person	1st Step Pre-School Ltd
Registered person unique reference number	2681817
Telephone number	07708890208
Date of previous inspection	9 July 2024

Information about this early years setting

1st Step Pre-school Ltd (Seaton Delaval) registered in 2023. The pre-school opens from 7.30am to 5pm, Monday to Friday, all year round. There are eight members of staff who work directly with the children. Of these, four hold a relevant early years qualification at level 3 and one at level 2. The pre-school provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024