

First Steps Early Years Centre

Cockayne Street North, Allenton, DERBY, DE24 8XB



Inspection date	18 January 2016
Previous inspection date	2 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There have been significant improvements since the last inspection. Leaders and managers demonstrate a strong commitment to improving outcomes for children. Actions are clearly in place to sustain the improvements and managers continue to reflect on the quality of practice.
- Children are interested and motivated to play and learn. Staff's prompt and accurate assessments ensure that all children make good progress from their starting points.
- Children develop independence and happily take an active part in routines. They rapidly gain confidence and make their own choices as they play and explore.
- Parents are kept well informed about their child's progress and how they can support their learning at home through regular 'Cake and Catch up' sessions and home learning packs.

It is not yet outstanding because:

- Sometimes, staff do not give children the opportunity to respond to questions or to think through possible answers or work things out for themselves.
- During group activities staff sometimes do not fully support pre-school children's attention and listening skills or ensure quieter children are engaged.
- Professional development opportunities are not used as well as possible to continuously keep staff's knowledge up to date.

What the setting needs to do to improve further

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

- provide children with opportunities to work out solutions to problems and organise their own thoughts, so they can respond to questions for themselves
- improve the planning of group activities to further support pre-school children's involvement and the development of their attention and listening skills
- make the most of professional development opportunities that further enhance staff practice and keep their knowledge as current as possible.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences
- The inspector held a meeting with the manager and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed the suitability, qualifications and recent training of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of how to respond if they have concerns about children. Children are well supervised and the premises are secure. The manager and her dedicated team work well together. The manager and her senior team support staff through regular monitoring and observations on the quality of teaching. Overall, staff attend relevant training and share positive practice with colleagues from other nurseries in the group. The manager and her team effectively identify areas for further improvement through regular reviews and meetings. The nursery has established good partnerships with parents and external agencies to support disabled children and those with special educational needs and children who speak English as an additional language. Appropriate interventions are secured and children quickly receive the support they need to make good progress.

Quality of teaching, learning and assessment is good

Staff closely observe and monitor children's ongoing progress. Staff promote children's next steps in their development through play opportunities that cover all areas of learning. They demonstrate a secure understanding of how children learn and plan according to children's interests. Children confidently engage in their own play choices. Their communication and language skills are promoted well. Staff model new words and encourage older children to describe what they are doing. Younger children enjoy making dough and confidently count out cups of flour and salt. Staff encourage children to describe how the mixture feels once they add water, introducing words, such as sticky and squelchy. Older children excitedly act out stories and use yellow tissue paper to make pretend sandcastles. Children are encouraged to explore their environment and be adventurous as they play outdoors. They enjoy making cupcakes in the mud kitchen and building towers and rockets with blocks. Children develop their mathematical skills. They competently count, sort and match objects.

Personal development, behaviour and welfare are good

Toddlers and older children are happy, settled and enter the nursery confidently. Good support is given to children and parents when they first start to attend the nursery. This helps children to build warm and trusting relationships with the staff. Children behave well because there are clear expectations of behaviour in place. They treat one another with respect, are eager to help their friends and share toys and resources. Children have good opportunities to develop their independence and self-help skills. Equipment and toys are stored so that they can easily access them. Young children have room to play and explore multisensory materials that the nursery has developed.

Outcomes for children are good

All children, including those children for whom the nursery receive additional funding, make good progress. They are well prepared for the next stage in their learning and are supported for their eventual move on to school.

Setting details

Unique reference number	EY440848
Local authority	Derby, City of
Inspection number	1016888
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	63
Number of children on roll	77
Name of provider	4 Children
Date of previous inspection	2 June 2015
Telephone number	01332 383911

First Steps Early Years Centre was registered in 2012. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and the manager holds Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and those who speak English as an additional language.

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