

First Steps Day Nursery

31 Church Street, Great Wilbraham, Cambridge, CB21 5JQ



Inspection date

9 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The dedicated staff use thorough risk assessments to help them keep children safe. They also give children many opportunities to develop skills in keeping themselves safe. For example, when crossing the road children understand the need to look and listen carefully for traffic.
- Children make good progress. Staff use group times well to promote children's literacy development. They make up stories containing lots of words beginning with the letter of the week. They encourage children to listen carefully and identify the sound of the letter.
- Staff provide extra activities for children's enjoyment and physical development. For example, the weekly rugby session helps children develop new skills. They accurately throw, drop and kick the ball and are pleased to score a try. They listen to instructions well and abide by the rules of the game.
- Children of all ages are highly confident and sociable. Younger children involve visitors in their play and wave as they leave the room. Pre-school children are very interested in why the inspection is happening and are keen to give their views. They state what their favourite toys are, such as cars and that they enjoy being at the nursery.

It is not yet outstanding because:

- Information gained from the tracking of children's progress is not always specific enough to give all staff the most precise understanding of where all children are at in their learning and development.
- Babies are not always provided with a stimulating range of sensory experiences.

What the setting needs to do to improve further

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

- embed the tracking system to help staff get a precise and more specific overview of where individual and different groups of children are at in their learning
- provide babies with more sensory experiences for them to investigate and explore.

Inspection activities

- The inspector observed activities both indoors and outside, and accompanied a group of pre-school children and two members of staff to the local park.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure understanding of how to recognise signs and symptoms of abuse. They understand the procedures to follow if they have a concern about a child. Self-evaluation is effectively used to drive continuous improvements. The views of parents are gained through questionnaires and are reflected in the ongoing plans for the nursery. Recruitment and vetting procedures are robust. New staff are supported well through their induction and quickly gain a good understanding of their role and responsibilities. The staff benefit from supervision meetings, where their professional development is given high priority. Staff confidently talk about the positive impact training has on their practice. For example, they have more understanding of how to support children's communication and language development.

Quality of teaching, learning and assessment is good

Staff use children's experiences and current events to motivate them to learn. Toddlers enjoy playing imaginatively in a large tent set up in their room. They pretend to sleep on the camp bed and talk about their camping holidays with staff. Pre-school children make medals as they talk about events taking place at the Olympics. Staff support children's mathematical development as they talk about first, second and third places. They help children to learn about the world as they talk about the countries taking part. Babies explore cause and effect toys, such as turning a handle to make a puppet jump out of a box and using a toy guitar to make music. Staff encourage parents to play an active part in their children's learning. They borrow books to read to their children at home. Children enjoy talking about the adventures the nursery bear has had, while visiting their home at the weekend. Staff are proactive in contacting other settings where children attend to help promote even more consistency in their learning.

Personal development, behaviour and welfare are good

Staff place a high priority on outdoor learning, especially for the pre-school children. Staff trained in Forest School education lead regular sessions in a nearby wood. Children explore the natural environment and build shelters. Parents talk about the positive impact these sessions have on their children's confidence and well-being. Babies benefit from consistent care from their key person. They have secure routines, such as sleeping when they need to. At mealtimes toddlers use cutlery well. They ask staff to watch how they can cut their own food and smile at the praise they are given. Managers regularly evaluate the food they provide for children. They take relevant advice to help them provide a healthy balanced diet for each child, taking their individual needs into account.

Outcomes for children are good

Considering their starting points and abilities, all children make good progress. Staff follow children's lead during play and model language effectively. Pre-school children make up stories and act them out, they use all areas of the garden for different locations. They use discussion to negotiate and work out scenarios as they engage in prolonged play. Children are developing into independent learners, and are gaining the skills they need to be ready to move to the next room or on to school.

Setting details

Unique reference number	EY482459
Local authority	Cambridgeshire
Inspection number	1002472
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	0 - 4
Total number of places	35
Number of children on roll	77
Name of registered person	First Steps Day Nursery, Great Wilbraham Ltd
Registered person unique reference number	RP534053
Date of previous inspection	Not applicable
Telephone number	01223 881285

First Steps Day Nursery was registered in 2015. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded early education for three- and four-year-old children.

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