

First Steps Nursery

First Steps Nursery, 41 Brown Street, SALISBURY SP1 2AS



Inspection date	25 July 2019
Previous inspection date	26 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 management team evaluates practice well in liaison with staff to make positive improvements. For instance, they have made changes to the layout of the playrooms to enable children to move around more easily and independently make choices from a wider range of learning opportunities. This has had a beneficial effect on children's behaviour, confidence and motivation to learn.
- Children respond happily to the caring and welcoming approach that staff provide. Staff work well with parents to understand their children's individual routines and help them settle happily and feel secure in their care.
- Staff promote children's awareness of healthy eating well. Children enjoy a well-balanced menu of nutritious snacks and meals. They like to go with staff to a local market to buy ingredients, for example, to make vegetable soup or fruit smoothies.
- Children enjoy their play. Staff provide exciting activities to support children's interests and participation in play. Children make good progress with their learning.
- Although staff know their key children's development well, they are not all aware of the next steps in learning for other children. This means, at times, they miss opportunities to support all children's individual learning needs consistently well.
- Although staff provide planned activities for children relating to phonics, at times, they miss opportunities to encourage their awareness of linking letters and sounds through their spontaneous play, for example, when children show an interest in stories and rhymes.

What the setting needs to do to improve further

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

- improve systems of sharing information about children's next steps in learning with all staff to ensure they support children's individual developmental needs consistently well
- make more use of opportunities to support and extend children's early understanding of linking sounds and letters.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors and discussed their learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including staff's qualifications and first-aid certificates.
- The inspector took into account the spoken views of parents.
- The inspector undertook two joint observations of activities with the managers and discussed the quality of teaching.
- The inspector had discussions with the managers, including about self-evaluation and how this helps staff make ongoing improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team supports staff well to understand their responsibilities to protect children's welfare. Staff understand procedures to follow in the event of a concern arising. The management team encourages staff to develop their knowledge and skills. For example, managers are providing training for staff to help them plan for children's learning through their more immediate interests in play. Staff form friendly relationships with parents and keep them informed of their children's daily activities. Staff liaise well with other settings children attend, sharing information to provide continuity for their care and learning needs. The management team and staff track children's achievements regularly to help them monitor their overall progress and identify any specific support they need to reach their expected goals in learning.

Quality of teaching, learning and assessment is good

Staff support children's imagination and exploration of colour and texture effectively. For example, older children enthusiastically help each other mix water, bark and sand to make a 'birthday cake' for a member of staff. Younger children cuddle their dolls and pretend to feed them and change their nappies. Staff actively encourage children's communication skills. They reinforce the words and sounds younger children make and support older children well to use language to express their ideas. For instance, older children say, 'I can squidge it and squash it' as they squeeze the play dough into different shapes. Staff promote children's understanding of their community well. For example, children like going with staff to visit a local library or explore the gardens of a nearby cathedral.

Personal development, behaviour and welfare are good

Staff provide exciting activities to support children's physical skills and their enjoyment of exercise. For instance, older children like dancing and moving their bodies to music to follow the actions of their favourite songs. Younger children cruise happily around the furniture and eagerly push toy vehicles back and forth across the floor. Staff have made recent changes to the organisation of snack time and mealtimes, which have helped children develop their independence skills well. For example, children choose which foods to have for their snack. Younger children begin to use spoons to feed themselves, and older children serve their own food.

Outcomes for children are good

Children are motivated to learn, and they develop the socialisation skills needed to help them get ready for school. For example, children interact happily in their play and build positive friendships. Older children are confident to talk with a visitor about the play dough models they make. Younger children start to recognise written numerals and work well together with their older friends to put a number puzzle together. They enjoy looking at books and listening to stories. For instance, younger children start to turn the pages and lift the flaps of an interactive hardback book. Older children begin to anticipate what will happen next in a story and talk confidently about this with staff.

Setting details

Unique reference number	EY407080
Local authority	Wiltshire
Inspection number	10071412
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	0 - 4
Total number of places	79
Number of children on roll	124
Name of registered person	BBN Limited
Registered person unique reference number	RP900843
Date of previous inspection	26 June 2015
Telephone number	01722 410 456

First Steps Nursery registered in 2010. It is situated in Salisbury, Wiltshire. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. There are 25 staff employed at the nursery, of whom 13 hold qualifications at level 2 or 3 in early years education. The nursery receives funding for free early education for children aged two, three and four years.

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