

Inspection of First Steps Nursery

School Lane, Yateley, Hampshire GU46 6NW

Inspection date: 3 August 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and keen to learn at this warm and welcoming setting. They forge strong relationships with staff and each other. Children show kindness and consideration towards others. They cooperate and readily invite peers to join in their play. Children are encouraged well to explore freely. They choose from a range of available resources and make up interesting games. For example, they fill the toy ice-cream cones with wet sand and consider whether to have a single or double scoop. This stimulates children's curiosity and imagination.

Children behave well and show good manners. They say 'good morning' to visitors and greet them with a smile. Staff generously praise children's efforts and achievements, which helps them grow in confidence and self-esteem. Children follow this good model and praise others for their efforts. For example, older children comment on how wonderful their friend's drawings are and say it is 'so cool'.

Children develop a strong interest in books from the outset. Older children often sit completely absorbed in a book of their own choice. When sharing books in groups, they join in with familiar repetitive phrases. Younger children approach staff to share their favourites and keenly point at pictures. Children love singing and enjoy a good repertoire of songs. This helps to create a wider vocabulary for children to use and apply.

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

- Leaders have a clear vision of what needs to be done to make their provision even better. They have a secure understanding of the curriculum and work with staff to plan and implement a sequenced and ambitious programme. Children make good progress from their starting points and show they are ready for their next stage in education.
- Leaders and staff work closely with external professionals and parents to ensure that children with emerging or identified special educational needs and/or disabilities receive timely and consistent support. This approach is highly effective and helps children make the progress they are capable of.
- Staff know children well. They work closely with parents to gather information about what their child knows and can do when they start. These details are used to plan tailored activities to support children's progress. However, sometimes, the activities planned are over-ambitious and involve several ideas when implemented. For instance, during an activity about vehicles, children are keen to explore the tyre rollers and do not pay attention to the many suggestions made by staff. This does not provide an opportunity for in-depth understanding.
- Children enjoy the daily opportunities to explore and experiment, indoors and

outdoors. However, staff have not fully considered how to offer a wide variety of experiences to encourage children to use all their senses and make their learning more meaningful. For example, there is a narrow range of materials available when children engage in picnic role play. This means that children's learning experiences are not broadened as fully as possible, to help them develop a deeper understanding of the world around them.

- Staff support children's language and communication well. Young babies babble happily as they engage with staff and begin to mimic simple words. Toddlers say new words and short phrases, as staff skilfully model language. Older children engage in purposeful two-way conversations. For example, they talk about apples being healthy and move onto colours of apples. They convince others that there are not only green and red apples, but purple ones too, as they have seen them. This helps children to become confident speakers.
- Children are encouraged to be independent and manage their own care needs. For example, younger children practise feeding themselves. Older children use a knife and fork with good control. They help with small tasks, such as washing their own plates after meals. This supports children's sense of responsibility.
- Parents speak highly of the education and care their children receive at the setting. Staff form trusted bonds with parents, which helps to support children's continuity of care and development. Parents value the online communication and verbal feedback, which includes activities the children have undertaken and what they have learned.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection matters and understand their responsibility to protect children and keep them safe. They receive up-to-date training and can identify the possible signs that a child may be at risk of harm. They know the procedures to follow if they have concerns about a child's welfare, including exposure to extremist views and behaviours. Staff complete regular risk assessments of the indoor and outdoor areas to help ensure children's well-being and safety. Leaders follow robust recruitment and supervision procedures to make sure that staff working with children are suitable to do so.

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 plan activities with a clear outcome for learning and ensure that children are fully engaged and focused to achieve further success
- enhance opportunities for children to use their full range of senses to explore and broaden their experiences, to help further develop their understanding of the world.

Setting details

Unique reference number	110168
Local authority	Hampshire
Inspection number	10207510
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	112
Number of children on roll	160
Name of registered person	Yateley School Governing Body
Registered person unique reference number	RP517945
Telephone number	01252 746963
Date of previous inspection	8 September 2016

Information about this early years setting

First Steps Nursery registered in 1992. It is situated on the Yateley School campus in Yateley, Hampshire. The nursery opens from 8am to 6pm, Monday to Friday, all year round. The nursery employs a team of 25 staff who work with the children. Of these, 19 hold relevant childcare qualifications ranging from level 2 to level 6. The nursery is in receipt of free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The nursery manager completed a learning walk with the inspector to discuss the curriculum intent and how the provision is organised.
- The nursery manager and the inspector completed a joint evaluation of an activity together.
- A meeting was held between the nursery manager and the inspector. The inspector reviewed relevant documents, including suitability of staff to work with children and first-aid certificates.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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 2022