

Inspection of 1st Steps Day Nursery Ltd

Eastbrook School, Dagenham Road, Dagenham, Essex RM10 7UR

Inspection date: 18 February 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the setting happily at the start of the day. They are warmly greeted by staff who ask them about their morning. Children spend time looking at the staff board, talking about who they would like to play with today. Children greet each other warmly, they settle quickly, choosing one of the enabling experiences laid out as part of the setting's ambitious curriculum.

The behaviour of children is good. Children understand the rules and boundaries of the setting. For example, they explain why they must wear aprons while in the water tray. Staff are positive role models. They help children understand the rules of play, using timers for children to understand when it is their turn. Children are active problem solvers and they show resilience when facing adversity. As children work to free objects hidden in ice, they use a variety of tools. They proudly come and show staff when after much perseverance they managed to free the animal.

Support for children with special educational needs and/or disabilities (SEND) is excellent. Staff work closely with parents to ensure that timely referrals are made, and children receive the support they need. The setting has developed a sensory room which is used for interventions catered to meet children's individual needs.

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

- All staff know their key children well. They speak confidently about the progress children have made, how they track children to ensure they are constantly being offered challenge and how they are planning for their next steps. Children are well-prepared for the next stage of their learning.
- The curriculum for the development of children's communication and language is well-supported. Staff engage in conversation with children as they play, helping them to further their narratives during imaginative games. Staff use sign language alongside instructions to ensure all children understand what is being asked. Staff introduce new language during play enhancing the vocabulary of children. For example, whilst playing in the flower shop, staff teach children the names of different flowers including roses and sunflowers.
- Staff create enabling environments for children, that capture their imagination and curiosity. Children independently move around the room, selecting the experiences they would like to engage in. They show sustained concentration and focus on these activities. However, occasionally, not all group activities consider the varying needs of the children taking part. Some children become distracted and lose interest which impacts on those children wanting to continue taking part.
- Staff support the early mathematical development of children. As children jump through hoops they count along with staff. Numbers are displayed at the

activities on offer, children use and count play money within the flower shop. While eating snack, staff support children with simple addition. For example, they ask if we have two crackers and we add three more, how many will we have then.

- Partnership with parents is excellent. Parents are extremely complimentary of how the setting takes the time to ensure that all children have a flexible and individual settling schedule that makes them feel settled and secure. Parents feel that communication from the setting is excellent, and they feel well informed of what their children are learning.
- Staff are beginning to teach children about healthy lifestyles. Children enjoy freshly made snacks and meals prepared by the chef onsite. Staff talk with children about the benefits of trying new foods such as cucumber. However, although children wash their hands before meals, when snack stays out for a period, children go off to play and later return to the table after playing in the soil and with dough. They are not asked to rewash their hands before touching food. This does not consistently teach children good hygiene practices.
- Staff at the setting feel well supported within their roles. Regular room and whole staff meetings allow for the sharing of information and collaborative thinking. Individual supervisions and appraisals consider staff well-being as well as the professional development of staff. Staff are encouraged to engage in further training opportunities.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- ensure that group activities are tailored to meet the needs of all children taking part to maintain their continued focus and engagement
- ensure practices, such as washing hands before eating is consistent to teach children the importance of good hygiene to maintain health.

Setting details

Unique reference number	2707918
Local authority	Barking and Dagenham
Inspection number	10372198
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 4
Total number of places	109
Number of children on roll	116
Name of registered person	1st Steps Day Nursery Ltd
Registered person unique reference number	RP906999
Telephone number	02085933063
Date of previous inspection	Not applicable

Information about this early years setting

1st Steps Day Nursery Ltd registered in 2022. The setting is open from 7.30am to 6pm all year round. The setting is based within the site of Eastbrook School in the London Borough of Dagenham. The setting employs 17 members of staff, 13 of whom are qualified to level 3 and above. The setting accepts early education funding for eligible children.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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.

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