

# 1st Steps Day Nursery Ltd

London Borough Of Barking And Dagenham, Wantz Library, Dagenham, RM10 7DX



## Inspection date

19 February 2018

Previous inspection date

8 December 2015

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Younger children do not make consistently good progress. Some staff do not ensure that their key children are engaging in meaningful experiences with effective interactions throughout the day. This hinders their early language and social development.
- At times, staff do not communicate with parents effectively to plan settling-in arrangements which fully meet the needs of children to make the settling-in process for each child as smooth as possible.
- Staff do not gather enough information from parents about children's abilities when they first start at the setting to help plan precisely for their individual needs from the outset.
- Self-evaluation processes are not rigorous enough. The manager acts on the advice of other early years professionals, such as Ofsted, to help make changes to practice. However, she does not identify all areas for improvement, particularly staff's professional development needs, to drive forward continuous improvement.

### It has the following strengths

- Children have good opportunities to learn about diversity. For example, staff display photographs of children and their families to help children learn about and respect each other's differences.
- Children behave well. Staff are consistent in sharing their expectations to help children learn about acceptable behaviour.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- ensure that each key person plans effective learning experiences, particularly for younger children, to fully meet their individual needs and support their social and language development. 31/03/2018

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

- develop partnership working with parents and carers to improve settling-in procedures and adapt them to fully reflect the needs of each individual child
- build on the information gathered from parents when children first start, to help staff plan more precisely for children's learning from the outset
- improve self-evaluation processes, with particular regard to enhancing staff's professional development, to raise the quality of teaching practices further.

## Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures and children's assessment folders.

### Inspector

Anneka Qayyum

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The manager supports the staff in developing their safeguarding knowledge, for example, through training. They all know how to recognise and report any signs that indicate a child may be at risk of harm. The manager recognises some strengths and areas for improvement in the setting's practice overall. However, she does not identify all weaknesses to improve the quality of the provision further, which hinders her in targeting gaps relating to staff's professional development. She does not always oversee staff well, in particular, to ensure they are planning good-quality learning experiences for all children. The manager checks on children's progress to help recognise and address any gaps in their learning. Staff work with other professionals, such as speech and language therapists, to effectively support children who may need extra support in their learning.

### **Quality of teaching, learning and assessment requires improvement**

Older children concentrate well and are keen to join in. They enjoy imaginative experiences, such as playing in the role-play area, and learn to confidently think of and share their ideas with others. Staff check on children's achievements well, but some staff do not use this information successfully to ensure that all children engage in a range of meaningful experiences. Younger children have good opportunities to develop their physical development. They use modelling material and learn to use tools with control. However, some younger children do not focus or engage in activities which support their development, including social and communication skills, and they are not always encouraged to join in. This hinders the progress they make in these areas. Staff do not gather enough information from parents about what children can do when they first start to help inform planning for their early learning experiences from the outset.

### **Personal development, behaviour and welfare require improvement**

Overall, children play in a safe, welcoming environment. Staff teach children well about how to be healthy and offer them nutritious foods. Children have good opportunities to be active. For example, children use equipment outside and develop their physical skills well. Staff are caring and build warm relationships with children to help support their well-being. However, some staff do not work closely with parents to plan effective settling-in routines which match the needs of all children, to fully support their emotional needs.

### **Outcomes for children require improvement**

Children make typical progress, given what they knew when they started. However, they do not receive enough support in their next steps of learning to help them make good or better progress. Children gain some skills for future learning. For instance, children learn to use writing tools and draw with good control. Babies walk and move confidently. Older children communicate confidently and learn to share with others.

## Setting details

|                                                  |                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                   | EY493506                                                                          |
| <b>Local authority</b>                           | Barking & Dagenham                                                                |
| <b>Inspection number</b>                         | 1125261                                                                           |
| <b>Type of provision</b>                         | Full-time provision                                                               |
| <b>Day care type</b>                             | Childcare - Non-Domestic                                                          |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4                                                                             |
| <b>Total number of places</b>                    | 64                                                                                |
| <b>Number of children on roll</b>                | 73                                                                                |
| <b>Name of registered person</b>                 | 1st Steps Day Nursery Ltd                                                         |
| <b>Registered person unique reference number</b> | RP906999                                                                          |
| <b>Date of previous inspection</b>               | 8 December 2015                                                                   |
| <b>Telephone number</b>                          | 02085933063                                                                       |

1st Steps Day Nursery registered in 2015. It is situated in Dagenham, in the London Borough of Barking and Dagenham. It is open all year round from 7.30am to 6.30pm. The nursery receives funding to provide free early education to children aged three years. The setting employs 19 staff, 11 of whom hold relevant early years qualifications at level 3 or above.

This inspection was carried out by Ofsted 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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