

Inspection of First Steps Nursery (New Mills) Ltd

1 Hibbert Street, New Mills, HIGH PEAK, Derbyshire SK22 3JJ

Inspection date:

14 February 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children make strong progress in all areas of their learning throughout their time in this warm, welcoming and focused nursery. Staff support children to develop the attitudes, skills and knowledge that equip them well for their future learning. They set high expectations for all those in their care through a systematic, exciting and well-planned curriculum. Staff build strong bonds with children and their families, for example, by providing supportive and carefully considered induction activities. This lays a secure foundation for children's further development.

Children learn to be inquisitive and confident communicators. For instance, babies explore new physical and sensory experiences as they chase coloured lights in the sensory room or make body patterns in different dry and wet mixtures. Older children build on these skills as they learn to mix and name primary and secondary colours using large sweeping brushes to create vibrant paint patterns all around the playground. Children are safe and secure. Staff are very positive role models. Children learn to share, take turns and be kind and polite. Children who have difficulty managing their emotions are well supported to play with others and join in story times and other group activities. Parents appreciate the staff's positive commitment to their children's development and the regular information and guidance they receive.

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

- Staff build children's learning with a clear focus on children's personal and social development to ensure they are secure and prepared for learning. They work closely with parents to understand children's personalities, needs and interests. Babies are supported to build trusting relationships with staff and other children as they play with the many familiar and engaging activities.
- Staff provide purposeful support to children with special educational needs and/or disabilities and for those who may be vulnerable and need further support. They identify gaps in children's development at an early stage and set incisive targets to help address them. They work very closely with other professionals, such as social workers and speech and language therapists, and carefully plan the use of additional funding.
- Staff develop children's speaking and listening skills thoroughly. They take full advantage of all activities children undertake to enrich and reinforce their emerging vocabulary and language skills. Staff consistently use a range of strategies, such as listening and repeating what babies say and providing running commentaries, to extend sentences and vocabulary as babies' language skills progress.
- Leaders are highly ambitious for the progress of every child. They instil all staff with a passion and sense of purpose in their work, providing a clear vision and a

well-considered programme of induction and support. The impact of training on, for instance, communication and language development is rigorously monitored and evaluated to ensure it has the maximum impact on children's progress.

- Staff place books at the heart of much of children's learning. Children are introduced to a well-planned core of fiction and non-fiction books that broaden their experiences of the world and enrich their language skills as they progress through the nursery. For instance, babies love to feel the textures and lift flaps in their favourite books. Older children learn to create their own stories with a beginning, a setting, a problem and an ending through imaginative and well-led sorting games.
- Staff strongly nurture children's physical skills and confidence in their movement. They challenge children to build on their climbing skills, for instance, as they 'trip, trap over the bridge' in their climbing activity inspired by a traditional tale. Children build core body strength through, for example, their forest school and swimming activities. They support children to recognise and manage risks in their physical play.
- Staff plan and support children's developing mathematical skills. Babies learn to recognise sequences and patterns as they say together, 'ready, steady go' as they climb and jump on their soft play. They sort natural objects by shape and colour. Staff skilfully question older children as they roll giant dice to reinforce their recognition of quantities to five and their accurate counting skills.
- Staff build strong partnerships with parents. Parents strongly recommend the nursery. They typically comment that their children learn through fun and play. Parents know their children are well looked after and supported to be polite, thoughtful and inquisitive.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY346962
Local authority	Derbyshire
Inspection number	10372349
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 at time of inspection	0 to 4
Total number of places	68
Number of children on roll	48
Name of registered person	First Steps Nursery (New Mills) Limited
Registered person unique reference number	RP526749
Telephone number	01663 745 000
Date of previous inspection	12 April 2019

Information about this early years setting

First Steps Nursery (New Mills) Ltd registered in 2007 and is located in High Peak, Derbyshire. The nursery employs 13 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year around, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager and the inspector completed a joint observation of children's learning experiences and evaluated the activity together.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children about their experiences as they played.
- The inspector spoke to several parents during the inspection and took account of their views from written feedback.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.
- The inspector spoke with the manager about the leadership and management of the nursery.

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 2025