

# Positive Steps Childcare

201-203 Normanton Road, DERBY, DE23 6US



## Inspection date

13 April 2015

Previous inspection date

10 March 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The quality of teaching varies. As a result, children's attention sometimes waivers when activities lack a good level of challenge.
- Staff do not consistently support children to develop an understanding of how their behaviour can affect others.
- Staff do not always organise the routine effectively, to ensure that children are well occupied.
- Training for recently appointed staff is not regularly evaluated, to determine if it has had a positive impact on the progress that children make.

### It has the following strengths

- Staff plan a suitable range of activities and experiences, which are tailored to the individual learning needs of children.
- Children benefit from close relationships with the staff and each other. This means that children are happy and feel settled at the nursery.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health.
- The management team effectively implements sound recruitment and safeguarding policies and procedures to promote children's welfare.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by developing staff's knowledge and understanding of how children learn actively, play and explore, create and think critically, in order to consistently promote their good progress
- encourage children to learn about acceptable behaviour by helping them to understand boundaries and the impact their behaviour has on others.

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

- regularly review and evaluate the impact of training for newly appointed staff, to ensure that it is effective in supporting children to make good progress
- review the organisation of the daily routine, so that children spend less time waiting and have better opportunities to develop the skills needed to concentrate and engage well during activities.

## Inspection activities

- The inspector observed activities in the play areas inside, as well as the outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and proprietor of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.

## Inspector

Elaine Tomlinson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff make use of basic observations and assessments of children's achievements to identify gaps in learning and plan relevant learning experiences. For example, they incorporate children's interest in buses into the learning of shapes and colours. Some appropriately qualified staff have a sound knowledge of how children learn best and skilfully encourage and motivate children to develop and extend their thinking. However, newer less-qualified staff do not always interact with children effectively, or provide children with sufficient challenge, during play activities. Instead, they over direct children's play and tell them what to do. This means that children are not encouraged to explore and be creative with their thinking. Therefore, not all children are developing the skills needed for their next stage in learning, including school. Staff develop appropriate relationships with parents and gather useful information to support children's learning, including words in their home language. This helps to promote continuity in children's progress.

### **The contribution of the early years provision to the well-being of children requires improvement**

The environment is safe and welcoming. Staff take time to get to know children well when they first start, meaning that they have a positive move into the nursery. They support children to learn how to take risks and manage their own safety appropriately. For example, they remind children how to walk safely during outings to the park. Overall, staff organise the routine of the day to ensure that children have enough opportunity to explore the well-resourced environment. However, on occasions, including while staff get ready to go outside, children spend too much time waiting in line. As a result, some children become bored and disruptive. Children are not always well supported to learn about acceptable behaviour. For example, during outdoor play, staff do not consistently apply strategies to encourage children to take turns on the slide. Some children's behaviour is not appropriately challenged, so that they understand how to rectify their behaviour. On occasion, this has a negative impact upon the enjoyment of the other children.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Management have a good understanding of the safeguarding and welfare requirements. They implement appropriate systems to check that staff are suitable to work with children. Staff attend regular, updated safeguarding training, which means they have a good understanding of how to keep children safe from harm. Since the last inspection, the manager has developed systems to monitor children's progress appropriately. Therefore, staff are more accurately identifying gaps in learning and planning for individual children's development. Recent staff changes and ongoing, detailed reflection has identified some weaknesses in teaching. The manager has developed a training plan for new staff. However, management are not yet regularly reviewing the impact of training and qualifications to ensure improvement in the quality of teaching.

## Setting details

<b>Unique reference number</b>	EY370198
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1010740
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	33
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Positive Steps Childcare Ltd
<b>Date of previous inspection</b>	10 March 2014
<b>Telephone number</b>	01332 739776

Positive Steps Childcare was registered in 2004. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with a level 4. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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