

# Step by Step Childcare

St Aidans Church Hall, St Oswalds Road, Leicester, LE3 6RJ



## Inspection date

9 December 2015

Previous inspection date

15 January 2013

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

## Summary of key findings for parents

### This provision is good

- Leadership and management are strong in evaluating practice and securing continuous improvement. Staff are motivated to extend their knowledge and skills.
- Observation and assessment leads to planning for future learning that is based on a good knowledge of each child and their family.
- Staff use methods of non-verbal communication effectively for the benefit of children who speak English as an additional language. These children and the younger two-year-olds are supported well as they progress from saying single words to forming short sentences.
- Children gain a good understanding of differences in society, for example, as they learn about different cultures, traditions and beliefs.
- Children's social and emotional needs are well met by staff. Relationships between staff and children are very good.
- Staff organise group times well to meet children's different needs. Children are divided into three groups for a short period at the beginning of each session and staff plan effectively so that children are interested and engaged.
- Staff are aware of their role and responsibilities in protecting children from harm. Their knowledge of the signs and symptoms of abuse and neglect is good.

### It is not yet outstanding because:

- Children are not consistently supported in extending their thinking skills. When staff ask probing questions they sometimes suggest answers before children have had time to put their own thoughts into words.
- Staff miss some opportunities to extend some aspects of children's mathematical knowledge in a meaningful way as they play.

## What the setting needs to do to improve further

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

- extend children's thinking skills, giving them more time to put their thoughts into words when questions are asked of them
- extend the opportunities for children to identify and compare quantities, size and weight while they play.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider and the manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The premises are safe and secure and the arrangements for safeguarding are effective. The process of self-evaluation is effective with regard to setting targets for improvement. The provider and the manager successfully monitor the effectiveness of teaching and learning. Staff practice is regularly observed and strengths and areas for improvement are discussed during supervision meetings. Children's care and learning needs benefit from staff members' commitment to improving their knowledge and skills. Two staff are working towards an early years qualification at level 6. One staff member has cascaded the knowledge she gained on meeting the needs of children who speak English as an additional language. A staff member has made changes and improved opportunities for learning outdoors with use of ideas gained on training. The special educational needs coordinator has also attended specific training for the role. Knowledge gained is being used to organise small-group times with a focus on communication and social skills. Children's welfare is addressed well. Staff keep their knowledge on child protection, first aid and food hygiene up to date. Parents share very positive views about the provision.

### Quality of teaching, learning and assessment is good

Staff use their observations, assessment and information from parents and other professionals to plan successfully for each child's learning. Children practise their good manipulative skills while they use scissors to cut up materials for their collage pictures. They mould and use rolling pins adeptly to flatten dough and then use cutters. Pencil control is developing well and older children are able to draw recognisable pictures. They are learning to recognise their names in print. Younger children notice the marks they can make in trays filled with cornflour mixed with water. They are encouraged to use their fingers and brushes to create different shapes. Children enjoy listening to stories and two-year-old children's interest is enhanced with the use of props. Older children involve staff in their role play, for example, as they carry large bags and say that they are going shopping for new clothes.

### Personal development, behaviour and welfare are good

Children are happy and settled. They confidently make decisions about their play. Resources are stored so that children are able to choose and select for themselves. Children's good health is promoted well. The outdoor area is used effectively for play activities and staff encourage children to be physically active. Children choose when to eat and they serve a healthy snack for themselves. They learn to manage their self-care needs successfully. Staff encourage them to put on their own boots and coats. Children behave well. Staff boost their self-esteem by praising their efforts and achievements.

### Outcomes for children are good

Staff ensure that they are aware of children's starting points for learning using information obtained from parents and their own initial assessments. Children's learning then builds successfully on what they already know and can do. Staff continue to track children's progress and in partnership with parents plan for the next stage in learning. Children make good progress in readiness for the move on to school.

## Setting details

<b>Unique reference number</b>	EY451566
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1028065
<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>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Amanda Margaret Gibbs
<b>Date of previous inspection</b>	15 January 2013
<b>Telephone number</b>	07751700544

Step by Step Childcare was registered in 2012. It employs nine members of childcare staff and all hold early years qualifications. Of these, the manager is qualified at level 6 and all other staff are qualified at level 3. The provision opens term time only, Monday to Friday from 9am to 4pm. It supports children who speak English as an additional language, disabled children and those with special educational needs. The provision provides funded early education for two-, three- and four-year-old children.

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