

Positive Steps Childcare

201-203 Normanton Road, DERBY, DE23 6US



Inspection date

2 February 2016

Previous inspection date

13 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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:

- The provider/manager does not keep a record of the key persons looking after children each day.
- The systems for observation, assessment and planning are not fully effective. Practitioners do not always adequately consider the individual learning needs of children.
- The system of evaluating practitioner's performance is newly implemented and lacks rigour. Practitioners are not supported well enough to identify where they need to improve or to continually build on their practice.
- Practitioners do not teach children well enough about the importance of taking care of their own health.

It has the following strengths

- Children are happy, settled and relaxed within the environment. Practitioners get to know children and their families well. Relationships with parents are strong, including with parents who speak English as an additional language. Practitioners are positive, warm and encouraging. Children are eager to include them in their play.
- The nursery is warm and welcoming for children. Practitioners provide a range of appropriate toys and resources to help promote children's learning and development. Children access the resources freely and they show suitable levels of curiosity and imagination.
- Children's behaviour is well managed by the practitioners. They are good role models. They talk situations through to help children manage their own behaviour.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ ensure a daily record of the names of the key persons caring for children on the premises is maintained	03/02/2016
■ develop effective systems to observe, assess and monitor children's learning using observation to identify their individual needs and stage of development and use this information to plan challenging and enjoyable experiences for each child in all areas of learning.	02/03/2016

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

- refine systems to monitor practitioners' performance and frequently check on the quality of teaching to make sure that it is consistently effective and continues to improve
- help children to gain a good understanding of why it is important to implement effective hygiene routines.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children throughout the inspection.
- The inspector completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of practitioners.
- The inspector spoke to a small selection of parents during the inspection.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the provider/manager has taken some steps to improve practice. The arrangements for safeguarding are effective. Practitioners know the correct procedures to follow if they have any concerns about children in their care. Thorough risk assessments are carried out to help ensure children are safe throughout the day. Systems for monitoring practitioners' performance have recently been introduced. However, these are not yet embedded sufficiently to raise the quality of teaching to a consistently good standard. Most records are in place. However, there is no accurate record of the key persons working with children each day. This means that there is no true record of who is caring for the children at any given time. Practitioners evaluate the quality of the provision and have identified areas for improvement. They help children to develop an appreciation of and respect for their own and other cultures. Children learn about similarities and differences between themselves and others. Parents are very happy with the service provided and feel they are kept well informed about their child's welfare and development. Practitioners have established some links with local schools to support children when they move on.

Quality of teaching, learning and assessment requires improvement

Children engage in a variety of activities which promote their learning adequately. Practitioners interact with children in their play and ask appropriate questions to prompt their thinking and extend their communication and language skills. Children concentrate and are able to sit and listen with interest as they play. Practitioners have just started a new system of observing and assessing children's development. However, this is in the very early days and practitioners are not picking up correctly what children need to learn next. This means that some children are not being sufficiently challenged to make good progress because their individual learning needs are not recognised or addressed. Children learn to be creative as they play with the dough and enjoy the sensory play.

Personal development, behaviour and welfare require improvement

Children form secure and positive relationships with their key person. This successfully promotes children's confidence and they have a good sense of self and belonging. Healthy lifestyles are generally promoted. For example, children play outside in the fresh air and take part in daily physical activity sessions. However, children are not given enough support to learn about why good hygiene routines are important for their health. Children enjoy riding the wheeled toys and painting the fence with water. They also make marks on the outdoor chalkboard. Children's behaviour is good. They learn about rules and boundaries as practitioners regularly remind them of appropriate behaviour. Younger children are helped in a positive manner to share the resources.

Outcomes for children require improvement

Children, including those in receipt of early education funding, are not consistently making good progress. This is because teaching is not sufficiently matched to their individual needs. However, practitioners do help children to gain a range of basic skills which they will need for their future learning.

Setting details

Unique reference number	EY370198
Local authority	Derby, City of
Inspection number	1012647
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	32
Number of children on roll	29
Name of provider	Positive Steps Childcare Ltd
Date of previous inspection	13 April 2015
Telephone number	01332 739776

Positive Steps Childcare was registered in 2004. The nursery employs seven childcare practitioners. Of these, four hold appropriate early years qualifications at level 3 and one at 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 three- and four-year-old children. It supports a number of children who speak English as an additional language.

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