

Inspection date

5 May 2016

Previous inspection date

11 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Leaders fail to deploy staff appropriately across the nursery to ensure that they are able to meet children's needs at all times.
- Children's behaviour is not well supported by staff, who do not always make their expectations clear or manage children's behaviour consistently.
- Leaders' methods to improve the quality of teaching have not been focused or effective enough to improve the quality of teaching, so that it is consistently good across the nursery.
- Children are not always sufficiently challenged by the learning experiences planned by staff. As a result, children's behaviour lapses and they do not make the best possible progress.

It has the following strengths

- Leaders aspire to improve. They have a number of development plans in place and continue to work closely with their local authority to develop the nursery provision and achieve better outcomes for children.
- Staff have caring relationships with children and know them well. Open communication with children's parents enables staff to gain a secure understanding of children's home lives and routines. This helps children when they begin attending the setting.
- Staff endeavour to make use of children's home languages during play, to support their speaking skills.

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 staff are deployed appropriately throughout the setting, to meet children's individual needs effectively	12/05/2016
■ train all staff to manage children's behaviour in a fair and consistent way that enables children to understand expectations and consequences	16/06/2016
■ support staff to develop the quality of their practice, so that teaching is consistently good across the setting	16/06/2016
■ plan learning experiences which are appropriately challenging, to support children's development in all areas of learning.	16/06/2016

Inspection activities

- The inspector had a tour of the areas used by children in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector held a meeting with the leadership team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

Inspector

Lauren Grocott

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders do not monitor the deployment of staff throughout the setting closely enough. This means that staff are not always deployed appropriately to enable them to attend to children's needs. This also puts children's safety at risk. The arrangements for safeguarding are ineffective. However, staff show an appropriate understanding of other safeguarding issues, such as how to identify and report concerns relating to children's welfare. All staff and trustees have been appropriately vetted for their roles. Leaders and staff show a desire to improve. They have maintained links with their local authority to build on their existing ideas, and parents are also encouraged to contribute to the nursery's self-evaluation. Parents are encouraged to provide information about children's lives and achievements at home. They also have regular opportunities to review their children's learning records. Where children are identified as requiring additional support, staff liaise with other professionals to help meet the needs of the child and support their progress. Newly implemented systems enable leaders to monitor the range of activities available to children appropriately, to identify any gaps in the provision.

Quality of teaching, learning and assessment is inadequate

Staff are sufficiently qualified for their roles and have access to some training. They demonstrate an appropriate understanding of how children learn. Since the last inspection, leaders have implemented measures to supervise staff more closely to improve their practice. However, these strategies have not been focused enough to improve the quality of teaching across the nursery, which is inconsistent. Staff do not ensure that children are sufficiently challenged by the activities and experiences provided, to better support their progress. Children are not always engaged or motivated, due to a lack of stimulation. Occasionally, their learning is disrupted by other children's behaviour. Though staff observe children and conduct accurate assessments of what they can already do, they do not make successful use of this information to support children's progress. Some staff are successful at using questioning, for example, to help children think. Children eagerly make suggestions as staff encourage them to reflect on a story they have just heard. Children occasionally show that they are curious and imaginative. For example, they use different tools to explore large blocks of ice, and create artwork with different materials.

Personal development, behaviour and welfare are inadequate

Staff do not make their expectations relating to children's behaviour clear. Children do not always understand that their actions will have consequences, or why they are being asked to sit out. As staff are not well deployed in the nursery, they do not always observe behavioural incidents. This means they cannot always provide a fair resolution for children. Despite this, generally, children have secure relationships with their key person and enjoy their time at the nursery. Staff gather relevant and purposeful information from parents to support children when they are settling in. Staff have appropriate strategies in place to help children as they prepare to move on to school. Children's health is sufficiently well promoted. The nursery is kept clean and food is prepared and served hygienically. Staff conduct regular risk assessments to ensure the premises is safe for children's use. Children have some opportunities to be independent. Children in the pre-

school and toddler rooms develop a sense of responsibility, as they serve themselves lunch, then wash their bowls when they have finished.

Outcomes for children are inadequate

Children do not make the best possible progress, as they are not always engaged in meaningful and stimulating learning experiences. They generally have the basic skills required to help them feel prepared for their next stage in learning. Children are encouraged to make choices and show they can develop relationships with others.

Setting details

Unique reference number	EY289844
Local authority	Liverpool
Inspection number	1033086
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	0 - 4
Total number of places	96
Number of children on roll	77
Name of provider	Lister Steps Ltd
Date of previous inspection	11 November 2015
Telephone number	0151 254 1394

Little Steps Ltd was registered in 2004. The nursery employs 18 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, 11 at level 3, three at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs or disability and for children who speak English as an additional language.

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Piccadilly Gate
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