

# Little Steps at St Georges School

28-30 Priory Road, Dunstable, Bedfordshire, LU5 4HR



## Inspection date

2 June 2016

## Previous inspection date

29 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The owner and manager have introduced extensive plans for addressing weak areas of practice identified at the previous inspection. Staff are motivated to continue raise the quality of the nursery.
- Activities are varied and interesting for children. Staff use effective questioning and show confidence in standing back and allowing children to explore at their own pace.
- Children learn about themselves and others. Sensitive ways are used to help children to learn about disabilities. Older children meet guide dogs as a starting point for discussion about visual difficulties.
- Children learn to be independent and confident at the nursery. Staff work hard to help babies to settle and are attentive and caring towards them. In the holiday club, older children express their ideas, views and opinions. Younger children are starting to develop the same confidence as they make choices and voice what they like and dislike.

### It is not yet outstanding because:

- The nursery is changing their ways of observing and assessing children's development. Although they have improved the quality of assessment considerably, at times, some assessments of children's next steps in learning lack precision.
- On occasions, staff rely on expected patterns of development for planning activities rather than providing children with the optimum challenge relevant to their actual abilities.

## What the setting needs to do to improve further

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

- increase the precision of children's next steps in learning by using assessments to focus in on what will help them to make the best progress
- enhance the learning opportunities for children so they experience even more challenge and are able to show what they know and can do.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager, the safeguarding lead and the provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector looked at feedback left by parents and invited them to share their views.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff know their responsibilities in reporting any concerns about children's welfare. Contact numbers for the Local Safeguarding Children Board are displayed for staff to see. The nominated person for safeguarding children has an extensive knowledge of the correct procedures and referral processes. Staff now have effective supervision and support. There is a suitable induction plan so staff are aware of their responsibilities. The manager is highly competent and leads the staff team with enthusiasm. Her ability to reflect and review the provision has contributed to the rapid improvement of the nursery. The long standing, qualified staff are happy in their work and willing to take on new challenges. All staff complete a programme of professional development and training. Staff now take responsibility for areas of learning and are confident in using their newly acquired knowledge to improve the quality of teaching.

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

The consistently good standard of teaching across the nursery helps children to develop well. Children enjoy mixing and making potions in the mud kitchen. Babies brush different materials against their skin, enjoying the different sensations. Toddlers develop their physical skills well. They enjoy climbing up and down the stairs into the cosy book corner. Staff have improved their use of observations. They find differing ways to communicate with parents. Information about children's learning is shared with them via the nursery website and through daily discussions. The use of home learning bags has helped parents to continue children's learning at home.

### Personal development, behaviour and welfare are good

Children have good opportunities to play outdoors as part of their daily routine. They eat healthy snacks and meals and learn ways to be active and fit. Children know and follow the rules to help keep them safe. Additional methods, such as sand timers, help children who need extra support with their behaviour. The nursery is a calm but lively place where children get chances to explore and discover for themselves. They are increasing in their independence. Pre-school children wash their hands and find their placemat at mealtimes. Staff are responsive to the needs of babies. They encourage them to sleep when they are tired and support older children to decide how much they want to eat.

### Outcomes for children are good

Children are now making good progress in their learning and development. They display high levels of self-esteem and form close relationships with the caring and affectionate staff. Babies express their needs and are accepting of the comfort that staff give them. Children show a good awareness of the sounds of letters. They express their knowledge through saying the names of staff and children that start with different letters of the alphabet. Children are expressive and talk with confidence. They are developing the skills that they need in readiness for moving on to school.

## Setting details

<b>Unique reference number</b>	EY297718
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1039766
<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>	1 - 9
<b>Total number of places</b>	70
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Patricia Rosemary Beverley Plater
<b>Registered person unique reference number</b>	RP906743
<b>Date of previous inspection</b>	29 January 2016
<b>Telephone number</b>	01582 661 471

Little Steps at St Georges School was registered in 2005. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. During school holidays it also offers a holiday club for older children from 8am until 6.30pm.

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