

# Ke Steps Pre-School Ltd

The Blue Bell Hill Community Centre, Dennett Close, Nottingham, NG3 2GL



## Inspection date

1 November 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
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

- Children are not adequately safeguarded. Some staff have a poor knowledge of how to respond to child protection concerns. Accidents are not consistently recorded.
- Children are unable to play safely. Risk assessments have not been carried out to ensure that risks are identified and minimised.
- Staff demonstrate a poor understanding of the early years foundation stage learning and development requirements. This results in poor assessments of children's learning and activities which are not matched to their individual needs.
- Staff are not sufficiently focused on motivating and inspiring children's purposeful learning or extending their language, listening and concentration skills.
- The environment is not maintained in a stimulating way. Some areas where children play have limited resources to support and challenge learning.
- The manager's supervision of staff does not effectively identify weaknesses in their practice. Therefore, staff do not receive appropriate support and coaching to improve their knowledge, understanding and skills.
- The manager does not monitor the quality of teaching or educational programmes effectively.
- Staff do not provide consistent opportunities for parents to contribute information from home about children's prior skills and ongoing development.

### It has the following strengths

- Children follow appropriate hygiene routines. They eat healthy snacks and enjoy being active.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure all staff understand the safeguarding procedures and have up-to-date knowledge of safeguarding issues including all signs of possible abuse and neglect</li> </ul>	25/11/2016
<ul style="list-style-type: none"> <li>■ ensure that robust risk assessments are carried out and all reasonable steps to remove, minimise and manage risks are taken, with particular regard to risks associated with trips and falls</li> </ul>	25/11/2016
<ul style="list-style-type: none"> <li>■ ensure a clear and consistent written record is maintained of all accidents or injuries and first-aid treatment</li> </ul>	25/11/2016
<ul style="list-style-type: none"> <li>■ increase staff's knowledge of the early years foundation stage learning and development requirements and good childcare practices to improve outcomes for children</li> </ul>	14/11/2016
<ul style="list-style-type: none"> <li>■ implement appropriate supervision and performance management of staff to identify weaknesses in their practice and provide advice and guidance as to how they can improve the quality of their teaching</li> </ul>	25/11/2016
<ul style="list-style-type: none"> <li>■ improve the two-way flow of information with parents, so that they are more consistently involved in their children's learning and staff gain a better understanding of children's learning needs.</li> </ul>	25/11/2016

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staff accurately assess children's development, including their initial starting points, to enable them to more clearly identify the next steps in children's learning</li> </ul>	14/11/2016
<ul style="list-style-type: none"> <li>■ plan and provide challenging and enjoyable experiences and environment, helping children make good progress in each aspect of their learning</li> </ul>	14/11/2016
<ul style="list-style-type: none"> <li>■ improve the quality of teaching, so that children's purposeful learning is robustly supported and their language, listening and concentration skills are extended further.</li> </ul>	06/01/2017

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

- improve the monitoring of the quality of teaching, including the planning and assessment systems, so that weaknesses are quickly identified and effective action is taken to secure consistently good practice.

**Inspection activities**

- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- 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. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**

Tina Garner

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are ineffective. Some staff have a poor understanding of the signs and symptoms of abuse and the procedure to follow should any concerns arise. Staff do not accurately record all accidents or injuries. Children's safety is further compromised due to a number of hazards. General risk assessments are carried out each day by staff. However, these are ineffective and do not highlight the areas that are a significant risk to children's safety and well-being. Piles of wet leaves have mounted up in the outdoor play area. Large amounts of disregarded resources are left lying around on the playroom floor. These pose a substantial risk of trips or falls. Evaluation of the quality of the setting does not clearly identify the weaknesses in practice. The manager does not reflect closely enough on the quality of teaching or the activities planned. Supervision and monitoring of staff's practice are ineffective. This is because the manager does not set clear targets for individual staff as to how they may improve or develop their teaching skills. Consequently, children are not successfully supported to make the best possible progress they could to prepare them for their future learning and school.

### **Quality of teaching, learning and assessment is inadequate**

The quality of teaching has significant weaknesses. Staff are, generally, well qualified but this is not reflected in their teaching practice. Some staff are unaware of children's current stage of learning; assessments are not accurate. Staff do not consistently involve parents in sharing information to help inform their assessments and ensure their accuracy. Staff do not accurately identify the specific next steps for children's learning and development. This results in activities which do not take into account children's individual stages of development or what they need to learn next. A range of activities is set out daily. However, learning areas become cluttered and disorganised with toys and resources. This limits children's interest and choices as they cannot easily see what is available for them to play with. Staff are distracted by other duties or do not interact well with children. As a result, staff do not consistently promote children's purposeful learning or extend their language, listening and concentration skills. Therefore, children are not suitably challenged as they play, in order to help them to make the expected progress.

### **Personal development, behaviour and welfare are inadequate**

Children's safety and welfare are significantly compromised. The environment is messy and dangerous, with toys on the floor that are hazardous to children. Staff do not provide a stimulating environment that keeps children motivated. The equipment and activities available inside and outside do not ignite children's interest. This results in children becoming bored and incidents of poor behaviour. Overall, this hinders children's learning and puts them at risk of harm. All children have a key person who works with parents to gather care information when they first start. Staff are respectful of all children's needs and, generally, include them in activities.

### **Outcomes for children are inadequate**

Children do not make good progress from their starting points and some are working below expectations for their age. There are missed opportunities to promote key skills for

the future. Gaps in children's learning and development are not accurately identified through assessment processes. Children who speak English as an additional language and those identified as having a speech and language delay are not supported well enough. This is because these aspects of their learning are not prioritised or well planned for. Consequently, children are not prepared well enough for the next stage in their learning or school.

## Setting details

<b>Unique reference number</b>	EY485544
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1075693
<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>	18
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Ke Steps Pre-School Limited
<b>Registered person unique reference number</b>	RP909014
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07956165062

Ke Steps Pre-School Ltd was registered in 2015. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, one at level 3 and one at level 4. One member of staff holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the early years foundation stage.

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