

<b>Inspection date</b>	30 November 2016
Previous inspection date	5 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provider has taken prompt action to address weaknesses identified at the previous inspection. Leadership is good. Staff have embraced improvements in practice and together as a team they demonstrate ambition to make further improvements.
- Staff are skilled in providing planned and additional learning opportunities that stimulate children's curiosity. For example, children enthusiastically built a tepee resulting in them developing their problem solving and imagination.
- Staff work in partnership with parents, and other agencies which supports children's emotional well-being. Parents receive regular feedback on their children's progress and parents are very complimentary about the care provided.
- Children make good progress from their starting points, and children achieve good levels in all areas of their development, which prepares them well for school. Where staff identify gaps in learning they provide additional support to reduce those gaps.
- All children, including babies, benefit from outdoor play opportunities, fresh air and exercise, which contributes to their good health.

### It is not yet outstanding because:

- The equipment provided for drinks and meals is adult sized and children have difficulty lifting the water jugs and handling the dishes. They required assistance from a staff member which reduced their independence skills.
- Staff occasionally interrupted learning activities between other staff members and children, as a result children became a little distracted and lost interest in the activity.

## What the setting needs to do to improve further

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

- enhance children's independence skills by providing, for example, equipment to enable children to access drinks and meals by themselves.

### 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

Alison Frances Tranby

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has made significant improvements since the previous inspection. All the identified weaknesses have been promptly addressed. Staff are effectively deployed throughout the nursery, meeting children's needs at all times. The manager has good procedures for monitoring the quality of practice. There are co-ordinators supporting staff with behaviour management and with the requirements of the early years foundation stage. Regular supervision focuses on staff's professional development and evaluating staff's practice in securing children's learning and development. Regular supervision had a positive impact on the quality of teaching. Staff have intervened early with a number of children who have communication difficulties. As a result the children's skills have been increased at an early stage. Staff successfully implement safeguarding procedures, such as monitoring attendance. Safeguarding is effective.

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

Staff demonstrate a good knowledge and understanding of how children learn and they provide meaningful activities that encompass each area of learning. For example, children developed their language and creativity whilst building a tepee. They were supported in developing their own ideas as they decided the tepee was to be a castle for knights. The activity enhanced their problem solving, mathematics, imagination and knowledge of the outside world. However, some planned activities were interrupted by other staff members which resulted in some children becoming a little distracted. Staff know the children well and they are accurate in their assessments of what children can do and what they need to learn next. As a result, children make good progress and achieve well.

### Personal development, behaviour and welfare are good

Children are skilled in managing their personal hygiene and self-care. They understand why they need to wash their hands and indicate when they need a tissue, often without prompting staff. Children show respect for each other waiting patiently for the bowls of food and thanking each other when it is passed from child to child. This also applies to the younger children who are developing an understanding of their personal needs, confidently washing their hands and giving each other paper towels asking for support from staff when needed. Staff offer opportunities for exploration. This gives children a good sense of belonging and helps them feel confident in discovering their environment. Staff work in partnership with parents, sharing achievements which provides continuity in children's care and learning.

### Outcomes for children are good

Staff have high aspirations and expectations for all children in their care. Children's progress is effectively evaluated and monitored. Staff work in partnership with parents and others to ensure that children make the progress that they are capable of. Children are prepared for their next stage in learning. Staff have developed good relationships with local schools; they take children on visits to meet their new teacher and staff share information on children's development.

## Setting details

<b>Unique reference number</b>	EY289844
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1056697
<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>	32 - 60
<b>Total number of places</b>	96
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Lister Steps Ltd
<b>Registered person unique reference number</b>	RP522974
<b>Date of previous inspection</b>	5 May 2016
<b>Telephone number</b>	0151 254 1394

Little Steps Ltd was registered in 2004. The nursery employs 19 members of childcare staff. Of these, three hold appropriate early years qualifications at level 4, 11 at level 3, two 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.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

