

Ke Steps Pre-School Ltd

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



Inspection date	17 March 2017
Previous inspection date	1 November 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- One-to-one meetings between the manager and staff take place, however, there is a lack of focus on how staff can improve the quality of teaching.
- The manager does not effectively use the information held about children's development to identify whether any groups of children are at risk of falling behind and to address any gaps in learning.
- Children's development is assessed at regular intervals, however, some of the assessments are not accurate.
- Staff do not make best use of the outdoor environment to support children's learning.

It has the following strengths

- Children are exposed to mathematical language, mark making materials and are developing independence in preparation for their next stage of learning.
- Parents are well informed about their children's learning, development and progress. Children make some progress and most are working within levels typically expected for their age.
- The pre-school is welcoming and a well-resourced environment that allows children to independently access resources, which cover the different areas of learning.

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 supervisions identify training, coaching and mentoring with a focus on improving the quality of teaching and learning	18/04/2017
■ ensure assessments of children's learning and development are an accurate reflection of children's abilities.	18/04/2017

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

- use information that is gathered about different groups of children to monitor progress and narrow any gaps in development
- improve the quality of teaching when children are accessing the outdoor area.

Inspection activities

- The inspector observed activities in the playroom and the outdoor play area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the provider.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the playgroup and a range of other documentation, including policies and procedures.
- The inspector carried out a joint observation with the manager.

Inspector

Christy Dave

Inspection findings

Effectiveness of the leadership and management requires improvement

Self-evaluation is in place and involves the provider and staff. Resources needed to improve teaching have started to be identified, for example, incorporating mathematical resources in the outdoor area. Discussions regularly take place with parents and their views are acted upon. For example, staff provided opportunities for a child to continue to develop their current fascinations. Developmental assessments are not routinely supported by sufficient information, for example, observation records. Next steps for children are identified and staff work towards completing these. Safeguarding is effective. Staff are aware of the steps to take if they have any concerns regarding a child's welfare or concern regarding the behaviour of adults working with children.

Quality of teaching, learning and assessment requires improvement

The key person system is effective. Staff tailor both care and learning to the needs of individual children. Homework sheets are provided for parents to support learning at home. Occasionally staff do not pick up on children's cues or engage children in meaningful play. Children can understand and follow instructions, for example, a child was asked by a member of staff to collect different sized dinosaurs which they did, however, this was not followed up to confirm whether the child was correct. Such weaknesses result, at times, in children becoming distracted and moving rapidly between activities. Outdoors, children's physical development is supported, for example, they balance on two-wheeled bikes and manoeuvre with skill. However, the outdoor area is not well organised resulting in limited learning in other areas.

Personal development, behaviour and welfare require improvement

Clear areas are set out in the pre-school to support learning, such as dough play, role play and small world play. Children move resources into different areas to extend their play and follow their thinking, for example, taking a picnic basket from the home corner to the building area. Staff do not always make the best use of the space available, for example, at circle time. Healthy snacks of fruit with a choice of milk or water are offered. Children know the routines of the day, for example, they get themselves a cushion ready for circle time. Children are given reminders regarding good behaviour, such as, walking while indoors. Children's confidence when dealing with their own care needs is supported well as they are taken to a low level mirror so that they can, for example, see when they need to wipe their nose and see when it is clean.

Outcomes for children require improvement

As some assessment is not accurate it is not possible to monitor how quickly children are making progress. Children hear and use mathematical language, for example, counting up to the number of the date. Children make meaningful marks using tools such as crayons, markers on a whiteboard and paint. Children are developing independence, for example, they choose their drinks at snack time and then pour this into their own cup. These skills are useful in preparing children for their move to school. The provider uses additional funding, such as the early years pupil premium, to obtain specific resources to support the areas of development eligible children need additional help with.

Setting details

Unique reference number	EY485544
Local authority	Nottingham City
Inspection number	1079782
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	2 - 4
Total number of places	18
Number of children on roll	29
Name of registered person	Ke Steps Pre-School Limited
Registered person unique reference number	RP909014
Date of previous inspection	1 November 2016
Telephone number	07956165062

Ke Steps Pre-School Ltd was registered in 2015. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 4.30pm. 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.

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