

Inspection date	24 January 2018
Previous inspection date	12 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 management team is committed and leads by example. They work closely with staff and provide targeted support to help them to improve their teaching skills and extend their professional knowledge.
- The setting is bright, clean and very well resourced. Children are happy, settled and display high levels of self-confidence and self-esteem.
- Partnerships with parents and other professionals involved in children's learning and care are firmly established. Staff share a wealth of information and this joined-up approach means that children are supported to make continually good progress.
- Clear self-evaluation is in place and used well to highlight and address minor weaknesses in practice. The manager listens to the views of parents, children and staff. This means she is able to make meaningful changes that benefit them the most.
- Children are supported to lead a healthy lifestyle. They have access to a well-resourced outdoor area and are provided with healthy and nutritionally balanced meals and snacks.

It is not yet outstanding because:

- Staff do not always make the most of opportunities that arise to engage children in meaningful activities or build on children's developing independence.
- Staff do not sharply focus on the different ways in which some children learn, to shape activity planning even further and help children to make the best possible progress.

What the setting needs to do to improve further

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

- build on opportunities that arise for children to be involved in meaningful activities and promote their independence even further
- enhance activity planning to provide a sharper focus on the different and unique ways in which children learn so they are able to make even better progress.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this had on children's learning.
- The inspector spoke to staff and children throughout the inspection.
- The inspector held a meeting with the manager, who is also the provider. She looked at relevant documents and checked evidence of the suitability of staff working at the setting.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff fully understand their roles and responsibilities to help to keep children safe. Policies, procedures and risk assessments are in place and effectively implemented. Staff are deployed according to their qualifications and experience. This helps to ensure children are well supervised and ratios maintained. Recruitment and vetting is robustly managed. Revised systems for observation and assessment are generally, working well. Effective monitoring of these by the manager means all children make good progress from their starting points and are gaining the skills needed for future learning. Parents speak very highly of staff and quality of provision provided for their children. Parents comment that they particularly enjoy the informative but relaxed parents' evenings.

Quality of teaching, learning and assessment is good

Babies have plenty of opportunities to explore using all of their senses and staff support their physical and language development well. For example, they excitedly pat and prod shaving foam and flour. Staff introduce new words, such as soft and give babies time to follow their own thinking. Older children practise their literacy skills as they write cards to their family members and draw pictures of their favourite story. Staff sound out familiar words, such as their names. Children demonstrate pride in their achievements as they showcase the marks they make. Children enjoy taking part in circle time activities and confidently talk about their personal experiences. Staff extend this by asking them meaningful questions and introduce new learning. For example, they say 'hello' to one another in Spanish.

Personal development, behaviour and welfare are good

Children learn about keeping themselves safe. For example, they carefully follow simple safety rules, such as waiting their turn and sharing equipment. Overall, staff provide some opportunities for children to extend their independence. For example, they pour their own drinks and help themselves to fruit. Additionally, they talk with staff about how eating the fruit helps to keep them healthy. Staff are good role models who treat children fairly and with respect. Children behave well and use good manners. Flexible settling-in sessions work well and children's needs are considered as they move to the next room in the nursery or to school. Staff consistently encourage and reinforce good hygiene practices. Visits in the local community help children to gain an understanding of their local area and develop their social skills away from the setting.

Outcomes for children are good

Children are keen and active learners who feel comfortable in their surroundings, enjoy their time at the setting and are eager to try new experiences. Staff help children to extend their mathematical skills. For example, they count out the number of plates needed for lunch and measure out how many cups of flour are needed to make dough. Funding is used well to support children to make continued good progress, this includes children who have special educational needs and/or disabilities.

Setting details

Unique reference number	EY473586
Local authority	Rochdale
Inspection number	1122283
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 - 8
Total number of places	49
Number of children on roll	51
Name of registered person	Little Steps (Rochdale) Ltd
Registered person unique reference number	RP533370
Date of previous inspection	12 June 2015
Telephone number	01706641499

Little Steps (Rochdale) Ltd registered in 2013. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery employs 10 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

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