

Big Steps Childcare Limited



St Sebastian's Community Centre, 1 Douglas Green, Salford, M6 6ES

Inspection date	12 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 enthusiastic and proactive leadership team is committed to driving forward with improvements. They are focused on raising outcomes for children and families. Leaders and staff have worked hard overall to achieve a good standard since registration.
- Staff are kind and friendly. They communicate positively with children and develop strong bonds with them. Even new children arrive happy and settle quickly. Children receive care and support which is tailored to their individual needs. This helps them to feel secure and develop good levels of confidence and self-esteem.
- Parents are extremely complimentary about the good-quality of care and education that children receive. Staff value and encourage parental involvement in children's learning. They use effective methods to help parents support children's development at home.
- Overall, the quality of teaching is good. Well-qualified staff regularly observe and document children's achievements. Staff use this information to plan stimulating and challenging activities based on children's individual interests and learning needs. This contributes towards their good progress from their starting points.
- Staff have partnerships with local schools that help children transition on to school well.

It is not yet outstanding because:

- Staff do not provide consistent opportunities for children who speak English as an additional language, to hear and use their home languages to further promote their communication skills.
- Self-evaluation does not yet include the views of staff, parents and children, to contribute further towards improving the provision.

What the setting needs to do to improve further

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

- provide more opportunities for children who speak English as an additional language to hear and use their home languages in their play
- enhance self-evaluation to include the views of staff, parents and children.

Inspection activities

- The inspector toured all areas of the setting. She observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held ongoing discussions, held a meeting with the providers and carried out an evaluation of teaching with the provider/manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records. She reviewed self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff monitor the progress of individuals and groups of children. Any gaps in children's development are acted on swiftly. Staff are supported well in their professional development. For example, they have regular supervision and support from leaders, who provide opportunities for staff to share their expertise with each other. Training, team meetings and regular discussions are used well to keep staff updated with changes to legislation and policy, and to improve practice. Safeguarding is effective. Staff are very aware of child protection procedures. Leaders ensure that all staff know what steps to take should they have a concern. This helps to promote children's welfare and safety.

Quality of teaching, learning and assessment is good

Children have fun learning indoors and outdoors. For example, children delight in making foot prints in snow. Staff cleverly extend the activity. They strategically place footprint cards on the ground and encourage children to step on them. This helps children to increase their balance and coordination skills. Staff teach children to recognise numbers on dice and bottles. Children place the equivalent number of sparkly spheres into each bottle and use mathematical language, such as 'more', 'less', 'big' and 'little'. Children have good opportunities to use their imaginations. For example, they dress up as astronauts and engage in lively pretend play in a space station. Children use new language, such as 'star' and 'planet' and repeat phrases, such as 'blast off' as they play. Older girls use their strong social skills and invite staff to join in with their play. Children delight in caring for staff using toys from a doctor's kit. Younger boys nimbly handle dough. They enjoy making shapes of snowmen using dough tools and cutters.

Personal development, behaviour and welfare are good

Staff provide accessible, good-quality toys and equipment. This helps children who are non-verbal to make choices about their play. Children behave well. Staff are calm and positive. One way that staff reward children's good behaviour is by letting them choose a sticker. Children develop strong levels of independence. They quickly learn to follow routines. For example, they line up and wash their hands before selecting a plate and cup at snack time. The setting is a hub within the local community. Staff help parents to access facilities in the children's centre. They share a wealth of information with parents to help children lead healthy lifestyles. For example, parents are encouraged to bring children to walking activities which contribute towards their health and well-being.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, are enthusiastic learners. They acquire many skills in preparation for future learning and the move on to school. Children develop good reading skills. For example, they take home books to share with parents. They listen with anticipation to stories and understand that print carries meaning. Children enjoy printing with stamps and draw pictures using various mark-making tools. This contributes towards their early writing skills.

Setting details

Unique reference number	EY492799
Local authority	Salford
Inspection number	1030623
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	28
Number of children on roll	28
Name of registered person	Big Steps Childcare Limited
Registered person unique reference number	RP534843
Date of previous inspection	Not applicable
Telephone number	01617371266

Big Steps Childcare Limited re-registered in 2015. The setting provides sessions from 9am until midday and from midday until 3pm, during term time only. There are six members of staff. Of these, one holds a recognised early years qualification at level 5, four hold recognised early years qualifications at level 3 and one holds a recognised early years qualification at level 2. The setting provides funded early education for two-, three- and four-year-old children.

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