

Small Steps Day Nursery and Pre-School

9 Lang Lane, West Kirby, Wirral, CH48 5HE



Inspection date

13 March 2018

Previous inspection date

3 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Self-evaluation is effective. The manager monitors the quality of teaching and learning carefully and uses this information to identify where further improvements can be made. For example, following a review of activities available to children, she worked with staff to extend opportunities for children to develop their understanding of the world.
- Staff use the information gained from their observation and assessments of children to plan effectively for their learning. For instance, following an interest expressed by the pre-school children in hairdressing, they visited a hairdresser's shop and enjoyed recreating this experience through role play.
- Children are motivated to learn and make good progress. Older children are well prepared for when they move on to school.
- Staff know children well and ensure that the needs of children are met fully. For example, they are aware of children's allergies and dietary requirements. They work closely with parents to successfully exchange information to ensure children's well-being and learning is prioritised.

It is not yet outstanding because:

- At times, staff do not recognise when to adapt group activities to ensure maximum engagement for all children.
- Some routines are not fully effective and at times children are kept waiting unnecessarily.

What the setting needs to do to improve further

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

- review and enhance arrangements for large-group activities to more effectively consider how to include the best possible learning opportunities for all children
- make improvements to some routines to ensure children are able to play without interruptions and are not kept waiting for too long.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow should they need to report any child protection concerns. Staff frequently conduct effective checks on the premises to keep children safe and secure. They have a good knowledge of dealing with accidents and reporting procedures. The manager reviews any complaints effectively. She provides an effective programme to support staff and extend their professional skills. This has a positive impact on outcomes for children. For example, recent training has helped staff to deepen their understanding of how to support children's listening skills. The manager carefully considers the needs of individual children to identify where additional funds are best used. For example, she has extended the range of resources to support children's communication and language.

Quality of teaching, learning and assessment is good

Staff are skilled in helping children to develop their physical skills. Babies are encouraged to stand to complete early writing tasks and older children learn different ways to stretch and practise their balancing. Staff provide effective support to help children develop their literacy skills. For example, they captivate children's imaginations as they help them to explore stories. Children enjoy using the interesting resources available to recreate scenes, such as pretending to fill bowls with porridge. Older children confidently identify the sounds they can hear in words and give meaning to their writing.

Personal development, behaviour and welfare are good

Staff are friendly and nurturing, and children build strong relationships with them. They are positive role models and are effective in helping children to manage their behaviour in different situations. Children behave well. Staff provide many opportunities for children to develop their independence and to become confident in their own abilities. Children concentrate as they carefully serve meals, drinks and butter their toast. Staff help children to develop their awareness of communities beyond their immediate experience. Children learn about different festivals, such as Chinese New Year.

Outcomes for children are good

Children are curious and keen to deepen their understanding of the world. Younger children eagerly use their senses to investigate materials, such as ice and jelly. They progress well with their communication and language. Older children listen attentively during conversations and ask interesting and relevant questions to seek more information. Children develop a good mathematical understanding. Babies concentrate as they shake containers and sort these according to whether they make a sound. Older children count accurately and sort objects by their colours.

Setting details

Unique reference number	EY346027
Local authority	Wirral
Inspection number	1088013
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	45
Number of children on roll	76
Name of registered person	Small Steps Day Nursery (Wirral) Ltd
Registered person unique reference number	RP526707
Date of previous inspection	3 March 2014
Telephone number	0151 625 6127

Small Steps Day Nursery and Pre-School opened registered 2007. The setting opens Monday to Friday, from 8am until 6pm for 51 weeks of the year. There are 16 staff, of whom 15 hold qualifications from level 2 to level 6. The setting receives funding to provide free early education to children aged two, three and four years.

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