

<b>Inspection date</b>	29 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Children are not effectively safeguarded. Risk assessments do not minimise all hazards to children. Checks to ensure the suitability of staff are consistently carried out.
- The provider does not provide the appropriate support for her staff. She does not evaluate their practice to focus on ways to improve teaching and outcomes for children.
- The provider has not developed her knowledge and understanding of good teaching practice. She does not evaluate her setting regularly or review her practice to strengthen her provision and promote continuous improvement. Breaches of requirements compromise children's welfare, and their ability to learn well.
- Staff are not aware of children's progress in learning. They do not carefully plan activities to help children move forward in their learning. They do not continually interact with children during their play, or fully support their interests. Insufficient information is gathered from and shared with parents and carers, to support children's learning.

### It has the following strengths

- Staff are positive role models for children. They offer praise and encouragement for good behaviour and polite manners.
- Staff provide daily opportunities for children to be active outdoors.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage and the Childcare Register the provider must:**

	<b>Due Date</b>
■ ensure all reasonable steps are taken to minimise risks	16/07/2018
■ obtain an enhanced Disclosure and Barring Service check for each member of staff	16/07/2018
■ provide effective supervision and coaching to support the staff in their ongoing professional development, to safeguard children and meet their learning and development needs well	16/07/2018
■ take action to develop a secure knowledge of all aspects of the learning and development requirements, to improve outcomes for children	16/07/2018
■ develop observation and assessment systems to recognise children's progress, understand their needs and plan relevant support	16/07/2018
■ plan challenging and enjoyable experiences for each child in all areas of learning and development, taking into consideration their stage of development	16/07/2018
■ ensure all staff guide children's learning and development through warm, positive interaction and that they respond to each child's emerging needs and interests	16/07/2018
■ work more closely with parents to encourage them to contribute more information about their children's learning and to help them further support their children's progress at home.	16/07/2018

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with a small number of parents during the inspection and took account of their views.

## Inspector

Tina Garner

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider does not have a secure knowledge of the requirements of the early years foundation stage. She has not thought carefully about her own practice, or that of her staff, and where she might need to make improvements. As a result, there are breaches of legal requirements. Children's learning and development are not effectively promoted. An assessment of children's learning is not carried out for the majority of children. The arrangements for safeguarding are not effective. An enhanced Disclosure and Barring Service check is not carried out for all members of staff. Risk assessments do not effectively minimise all risks to children, particularly with regard to wet floors, accessible cleaning fluids and large open containers of glue. These weaknesses compromise children's safety and welfare. The provider and the majority of staff have an adequate knowledge of procedures to follow in the event of a child protection concern. Staff new to the setting are due to attend safeguarding training shortly.

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

The quality of teaching is poor. Staff do not know what children are capable of. Planning does not take into account what children need to learn next, or address the needs of children who speak English as an additional language. Staff do not always interact purposefully with children. For example, during outdoor play, the majority of staff walk round and oversee children's play rather than building on children's interests and extending their learning. Indoors, children spend the majority of their time without focus and quickly move from one activity to another. Consequently, these children do not make the progress they should. Children benefit from finding out about the world around them when they enthusiastically join in an activity to learn about, and look at, bugs and insects.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not adequately protected. The provider and her staff do not always encourage children's abilities. During story time children become distracted as staff read them stories which do not take account of their ages or capabilities. Staff do not encourage parents to engage in contributing to assessments of their children's care and development from the start. This also hinders the continuity of learning at home. Nevertheless, staff support children's care needs. Children learn the importance of good hygiene and behave well. They are generally happy and form appropriate attachments with staff. Children enjoy regular physical activities that extend their movement skills. They balance on beams, roll and chase hoops and climb on outdoor equipment.

### Outcomes for children are inadequate

Children do not make the progress they are capable of because teaching does not focus on their individual needs and next steps for learning. Children who speak English as an additional language do not progress well enough in their communication and language skills. Children show some curiosity and eagerness to explore their environment. They develop their physical skills, for example, as they use small tools, and use mark-making equipment to colour pictures. Gaps in children's learning are not closing quickly enough

and the majority of children are not well enough prepared for school when the time comes.

## Setting details

<b>Unique reference number</b>	EY500368
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1052326
<b>Type of provision</b>	Sessional 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>	3 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Little Steps Of Promise Limited
<b>Registered person unique reference number</b>	RP901172
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07403 405 657

Little Steps registered in 2016. It operates from Claremont Primary School. The setting employs seven members of staff, two of whom hold appropriate early years qualifications at level 3 and above. The setting operates Monday to Friday, offering pre-school sessions from midday until 3.30pm and after-school care from 3.30pm until 6pm, during term time only. The setting provides funded early education for three- and four-year-old children.

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.

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