

Step by Step Childcare

St Aidans Church Hall, St Oswalds Road, Leicester LE3 6RJ



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| Inspection date | 5 February 2019 |
| Previous inspection date | 9 December 2015 |

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

- Partnerships with parents are excellent. Staff help to ensure that they keep parents well informed and involved in their children's learning. They provide comprehensive support and ideas for parents so that they can build further on children's learning at home. For example, parents have an opportunity to attend courses on how children learn.
- The management team is strong, dedicated and committed to providing high-quality pre-school experiences. They have high expectations of staff and are ambitious and dedicated to their roles.
- The quality of teaching is consistently good. Staff support children well to make good progress from their starting points. They make frequent observations of children and use this information appropriately to support their ongoing learning and good progress.
- Staff have very good links with local schools. They invite teachers to visit children in the setting and exchange relevant information with them. This helps to promote continuity in children's learning and care.
- Staff support children who speak English as an additional language well. They adapt activities and use picture cards and children's home language to help them to communicate.
- Children's behaviour is good. Staff are quick to recognise and praise good behaviour. They promote good manners and consistently teach children about taking turns and sharing resources.
- Children's emotional well-being is supported effectively. There are strong attachments between the staff and children.
- Occasionally, staff do not fully support children in their play who prefer to learn outdoors.

What the setting needs to do to improve further

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

- enrich opportunities for outdoor play and fully support children who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager. He looked at relevant documentation, and evidence of the suitability of staff working in the playgroup. The inspector also discussed the self-evaluation.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke with a selection of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff fully understand their roles and responsibilities to keep children safe from harm. They know what action they must take if they have concerns about a child's welfare. Recruitment and induction procedures are effective in checking staff's initial and ongoing suitability. Staff benefit from regular supervision meetings and support. The manager provides them with opportunities to discuss any concerns they may have, to identify future training needs and to improve practice. Managers regularly monitor children's progress. They evaluate the provision monthly, to help ensure they swiftly identify areas for development. For example, to further widen the scope of mathematics teaching and to fully embed this into their daily routines. Parents are kept well informed about their children's day. They speak with staff, read the activity board and attend meetings.

Quality of teaching, learning and assessment is good

The qualified and experienced staff know the children well and how they learn and develop. They show a good understanding of the varied teaching methods that engage children's interests to support their good progress. Staff conduct regular, detailed observations and assessments of children's progress to meet their individual needs. They encourage children to think about how they can solve problems they encounter and extend their own learning. Children show a keen interest in exploring different materials. For example, they use large cardboard tubes to race cars down and consider how to support the tubes on different wooden structures. Staff skillfully help children to develop their communication and language skills. They provide a commentary as children play, ask them questions and allow them time to process information and give their answers.

Personal development, behaviour and welfare are good

Children of all ages are happy and purposefully involved in learning. They receive the individual care and attention that they need to feel secure in their surroundings. This helps them to quickly settle into the routine of the day. Children develop a good understanding of a healthy lifestyle. They learn about good hygiene practices and are provided with a range of nutritious snacks. Children have regular access to the outdoor play area and routinely take part in a warm-up activity. They stretch and twist their bodies as they enthusiastically do 'star jumps'. This supports their physical development well. Children play cooperatively together and respect the similarities and differences of each other. They benefit from regular opportunities to visit their local community, learn about road safety and gain a wider understanding of the world.

Outcomes for children are good

All children are making good progress from their individual starting points. They count, recognise numbers and confidently solve simple problems. Their understanding of literacy is supported well. Children show an interest in stories and are beginning to recognise that print has meaning. Older children take books home to read with parents. Children enthusiastically join in games and sing rhymes, matching words to sounds. They are sociable, inquisitive and eager to try out new things. Children are acquiring the important skills to support their future learning, including their move on to school.

Setting details

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| Unique reference number | EY451566 |
| Local authority | Leicester |
| Inspection number | 10071651 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 52 |
| Number of children on roll | 34 |
| Name of registered person | Gibbs, Amanda Margaret |
| Registered person unique reference number | RP514553 |
| Date of previous inspection | 9 December 2015 |
| Telephone number | 07751700544 |

Step by Step Childcare registered in 2012. The setting employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, four at level 3 and the manager is qualified at level 5. The setting opens from Monday to Friday during term time only. Sessions are from 9am until midday and 1pm until 4pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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