

Inspection of Learning Steps Day Nursery

Hockley, Birmingham, West Midlands B19 1AY

Inspection date: 17 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend at this welcoming and friendly nursery. They arrive happily and confidently separate from their parents or carers. Children quickly settle to their chosen play from the good range of activities and experiences on offer. Children enjoy joining in with music and movement sessions. They excitedly join in with staff as they move their body to the music. Staff within the setting are kind and considerate. They respond well to children's individual needs, offering new children frequent cuddles, comfort and reassurance. This helps children to build bonds with staff and ensures they feel emotionally secure in their care. Staff get to know children well. They plan activities which reflect children's individual interests and needs. As a result, children are motivated in their learning and are making good progress in all areas of their development. Children frequently display positive behaviours. They share, take turns and show kindness and consideration to others. Babies babble and use simple words and sounds to express their delight as they play with toy phones. Older children use their imaginations well. They use cardboard boxes as pretend boats. They 'sail' their boat through the choppy waters, using cardboard tubes to act as telescopes to spot dangers in the sea. Parents are very happy with the care and education their children receive. They express how happy their children are attending.

What does the early years setting do well and what does it need to do better?

- Managers and staff have made improvements since the last inspection. They make good use of risk assessment to help identify and minimise any hazards within the environment. Staff complete daily checks to ensure the environment is safe and suitable. Managers also ensure permission to administer medication is gained from parents before it is given to children.
- Managers supervise staff appropriately. They offer staff regular one-to-one meetings and staff say they feel supported in their role. They attend further training to build on their current knowledge and skills. This has a positive impact on the quality of teaching.
- Staff provide children with a broad and balanced curriculum. They have a good understanding of how young children learn and develop. However, on occasions, some focused adult-led activities are not planned meticulously enough to ensure staff consistently provide all children with highly effective learning experiences.
- Staff promote children's communication skills effectively. They carefully adjust their use of language, including speaking other languages, which helps children to engage and contribute to discussions. This helps children who speak English as an additional language to develop their speaking skills. As a result, they are gaining the skills needed to support them with their move to school.
- Staff have developed partnerships with parents. They share daily information with parents about children's time spent at nursery. However, staff do not

always give parents enough information about the plans for children's future learning and how these can be followed up at home.

- Children thoroughly enjoy the time they spend outdoors. They develop their physical skills as they race wheeled toys around the garden, avoiding obstacles as they go. Children enjoy practising their early writing skills and use paintbrushes to make marks on the wall with water.
- Children's good health is promoted. Staff provide children with healthy and nutritious meals and snacks. They encourage children to drink water throughout the day. Staff remind children of the importance of washing their hands before meals and after playing in the garden.
- Managers are ambitious and reflective. They strive to continually improve upon their practice. Parents are involved in the self-evaluation of the setting. They are routinely asked to provide suggestions of ways to build upon the existing provision.
- Children behave well. Staff act as good role models, offering children frequent praise and encouragement. Children are developing their independence. They confidently take care of their own self-care needs, such as washing their hands before meals.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They can identify the potential signs and symptoms of abuse, neglect or radicalisation. Staff are clear about the procedure to follow should they need to share any concerns with the relevant agencies. Managers and staff attend regular safeguarding training. The manager frequently tests staff's safeguarding knowledge using quizzes. This ensures that she is able to identify if staff need further training to support their understanding. Procedures for recruitment are robust. Regular monitoring helps to ensure staff are regularly checked for their ongoing suitability to work with children. This helps to ensure children's safety and overall well-being.

What does the setting need to do to improve?

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

- plan focused adult-led activities more meticulously to ensure all children are consistently provided with highly effective learning experiences
- share information more frequently with parents about the plans for children's future learning so they are able to fully support this at home.

Setting details

Unique reference number	EY557229
Local authority	Birmingham
Inspection number	10080838
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	1 to 4
Total number of places	32
Number of children on roll	23
Name of registered person	Learning Steps Day Nursery Ltd
Registered person unique reference number	RP557228
Telephone number	0121 5230088
Date of previous inspection	21 September 2018

Information about this early years setting

Learning Steps Day Nursery registered in 2018 and is located in the Hockley area of Birmingham. The nursery employs six members of childcare staff. Of these, one holds an appropriate qualification at level 2, two hold appropriate qualifications at level 3 and two hold level 6 qualifications. The nursery is open term time only, from Monday to Friday from 7.30pm to 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- The inspector observed the quality of teaching and reviewed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Discussions were held throughout the inspection with the manager, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The views of parents were taken into consideration by engaging in discussions with a number of parents.

We carried out this inspection 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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