

# Inspection of Little Steps Nursery & Pre-School

1229 Warwick Road, Acocks Green, BIRMINGHAM B27 6PX

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Inspection date: 20 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff plan and provide a range of purposeful activities and experiences to capture children's interests and motivate them to learn. There has been a focus on developing outdoor opportunities for children. Funding has been used to buy waterproof clothing and wellington boots so that all children have the equipment they need to go outside in different weathers. Children enjoy lots of opportunities for fresh air and exercise in the newly renovated garden. They work with their friends and staff to build obstacle courses with crates and different-sized planks of wood. Older children match numbers as they park the vehicles in the numbered spaces and find circular objects that they use for the 'steering wheel' to drive the 'car'. Younger children transport water from the water butt to pour on the plants. They work out that they can use plastic bricks to hold the water when all the watering cans are already being used by others. Children's health is supported well. For example, they enjoy a range of freshly prepared meals and snacks that are well balanced, nutritious and meet specific dietary requirements. Parents are very happy with the nursery. They like using the online application to gather information about their child's achievements. Staff build on their relationships with parents through daily discussions and an exchange of ideas to support children's learning at home and the setting.

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

- Many of the children are new to the setting and are settling in well. Staff provide time for children and parents to adjust and feel comfortable and confident in unfamiliar surroundings. Key persons are getting to know the children and parents. They gather valuable information from parents about what the children already know and can do. However, systems to exchange information about current children are not as effective as they could be. Sometimes, not enough information is shared to help fully support children with a move to a different room or key person.
- Children's physical skills are enhanced through the creative experiences that staff provide. Younger children enjoy rolling toy cars through flour to make different marks with the tyres, then mixing in water to make a paste. Older children use different-sized tweezers to pick up the small plastic bears hidden under a grid made with tape.
- Children's love of books is greatly encouraged. Outside they sit on the benches or the grass to look at books and inside they can choose to sit in the tent or elsewhere. Children are equally engaged in stories with staff, 'reading' books on their own or sharing with a friend. The print-rich environment also helps children to recognise letters and numbers and talk about the pictures that are displayed.
- Children benefit from staff's creative ideas for activities based on children's favourite stories. They learn new vocabulary as they try to reach over or go

under a large tray and go through the shredded paper and crunchy cereals to hunt for 'bears'.

- Staff interact and teach well, continually adapting their approach for children of different ages and abilities. However, at times staff step in too quickly and interrupt children's play. This means children are not always given time to think through ideas or explore and extend learning for themselves.
- Children with special educational needs and/or disabilities are very well supported. Staff work closely with parents and other professionals to find the best ways to help individual children to catch up to their peers.
- Children behave well. Staff are good role models and are responsive to children's needs. They have identified that some children need a calming space and have recently refurbished an area into a sensory room. Children enjoy the peaceful and relaxing environment. They watch as the lights change colour, turn plastic containers around to make bubbles move and use their fingers to make patterns in the sequin pictures on the wall.
- There have been recent changes to the staff team with new staff joining and existing staff taking on new roles and responsibilities. Staff say they feel well supported. However, leaders and managers are yet to make the most of opportunities for professional development to help staff to gain expert skills and raise the quality of teaching to the highest levels.

## **Safeguarding**

The arrangements for safeguarding are effective.

Robust procedures and suitability checks are carried out when recruiting new staff. All staff attend appropriate training for child protection. They have good knowledge of the signs that may indicate a child is at risk of harm. Staff understand the correct procedures to be followed if they have concerns about a child's welfare and how to report issues or deal with allegations against one another. Access to the setting is controlled by staff, and parents are reminded to close the door after they enter and to make sure that no one follows them in. Children are supervised effectively. Staff regularly check and assure the safety and suitability of the resources, equipment and environment.

## **What does the setting need to do to improve?**

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

- strengthen the systems to exchange information between key persons to help provide more support for children at times of change
- increase opportunities for children to think through ideas or explore and extend learning at their own pace
- build on opportunities for staff to enhance their professional development and gain expert skills that will help them deliver the highest quality teaching.

## Setting details

<b>Unique reference number</b>	EY543929
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10093438
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 8
<b>Total number of places</b>	67
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Little Steps Nursery (2) Limited
<b>Registered person unique reference number</b>	RP535031
<b>Telephone number</b>	01212969875
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Steps Nursery & Pre-School registered in 2017. The setting employs 15 members of staff. Of these, 10 hold appropriate early years qualifications between level 2 and level 6. The setting opens from Monday to Friday. all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lucy Showell

## Inspection activities

- The manager and inspector completed a learning walk throughout the setting to understand how it operates and how the curriculum is organised.
- The inspector completed a joint observation with the manager.
- 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 at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

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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