

Inspection of Little Steps Big Steps Nursery

Trinity Community Centre, Old School House, 3 Trinity Road, Luton, Bedfordshire
LU3 1TR

Inspection date: 30 March 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Insufficient progress has been made since the last inspection. The quality of interactions between the staff and the children remains inconsistent and poor. Staff fail to implement well planned or meaningful experiences for the children in their care. Children often wander around the room with no purpose to their play. They are not encouraged by the staff to persist and concentrate. Additionally, some children display disruptive behaviours, which the staff consistently struggle to manage. Opportunities for the children to develop their own play and ideas are very restricted. For example, resources to support children's imaginary role play at the wooden kitchen, both indoors and outdoors, are minimal. Resources, such as the puzzles, are uninviting and haphazardly piled on top of one another. Additionally, many of the resources were initially inaccessible to the children on their arrival at the nursery. They were draped in cloths.

On occasions during the inspection, some improvement was noticed. Children paint and use their fingers to make marks in oats. They develop their hand-to-eye coordination skills as they learn to pour the oats from one container to another. Children colour pictures. Some children draw recognisable pictures and are encouraged to write their name. They learn to count, to differentiate between different sized bears and are introduced to concepts, such as half full and empty.

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

- Insufficient progress has been made to raise the quality of the care and learning experiences provided for the children since the last inspection. Staff do not provide a curriculum that is designed to give children the knowledge and skills to support their future learning, including their progression to school. The quality of their teaching, including the planning of activities and the availability of resources, remains poor. This significantly hinders children's ability to thrive and make progress in their learning and development.
- Staff fail to implement consistently effective behaviour management procedures. This is despite having received training to support this. Some children display disruptive behaviours, which the staff consistently struggle to manage. Children become distressed, raise their voices and hit and push other children. These behaviours pose a risk to themselves and to other children, and frequently distract other children's learning. Furthermore, this has a significant impact on children's emotional well-being and their ability to make meaningful developmental progress.
- Despite receiving support from the local authority, staff still require further development opportunities to ensure they are able to support all children's needs, and to perform their roles and responsibilities to a consistently good level. This includes their knowledge of the curriculum, their teaching skills and

the management of children's behaviour.

- Staff do not have the knowledge and skills to support children with special education needs and/or disabilities (SEND), including identifying a member of staff to act as a special educational needs coordinator. This potentially hinders children's progress and achievements.
- Children enjoy playing outside in the fresh air. For example, children paint and are encouraged to throw the ball into the net. However, overall, the quality of the staff's interactions and the range of purposeful, planned activities are poor.
- Staff are aware of children with known food allergies, including those with food preferences. Children sit around the table together to enjoy their snack. They are supported by staff to use utensils to cut their cucumber into slices and to butter their crackers. This develops children's self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, management and staff have updated their child protection knowledge. The manager and staff demonstrate an appropriate knowledge of the signs and symptoms of abuse, including wider aspects of safeguarding, such as radicalisation. They understand how to make a referral if they have concerns about a child in their care. The owner of the nursery follows appropriate recruitment and induction procedures. Suitability checks are completed to ensure all staff working with the children are suitable. Since the previous inspection, staff have also made improvements to their risk assessment procedures. Daily checks are completed to minimise potential hazards across the nursery.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure children are provided with a high-quality setting that is safe and stimulating, and where children are able to enjoy meaningful learning and grow in confidence	29/04/2022
implement effective procedures to support the management of children's behaviour	29/04/2022

support staff to undertake further training and professional development opportunities to ensure they are able to support all children's needs, and are able to offer quality learning and development experiences for the children	29/04/2022
ensure arrangements are in place to support children with SEND, this includes identifying a member of staff to act as the special educational needs coordinator.	29/04/2022

Setting details

Unique reference number	2559879
Local authority	Luton
Inspection number	10232611
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	22
Name of registered person	Inspire & Aspire Ltd
Registered person unique reference number	2559878
Telephone number	01582 563871
Date of previous inspection	14 December 2021

Information about this early years setting

Little Steps Big Steps Nursery registered in 2019. The nursery employs four members of childcare staff. All members of staff hold appropriate early years qualifications ranging from level 3 to level 6. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The acting manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The provider, acting manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the acting manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability and training.
- The inspector took account of the views of parents by speaking to them.

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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