

Inspection of Next Steps Childcare Centre

The Royal Bath & West Showground, SHEPTON MALLET, Somerset BA4 6QL

Inspection date: 28 November 2022

Overall effectiveness	Good
------------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Staff design the curriculum and the environment efficiently to support children's interests and to encourage new ones, such as through forest skills, cooking and yoga. All children, including those with special educational needs and/or disabilities and those with English as an additional language, make good progress.

Young children engage well in group activities. They sit and listen for their name and respond with a smile or a gesture. Children make decisions about their play. For example, staff give children time to choose which song to sing and do not rush them. Staff constantly provide narration to children's actions. This helps children build their vocabulary and be confident in their speech.

Older children show a love of storytelling. For example, sing the teepee as a cave they thoroughly enjoy re-enacting the journey to hunt the bear in the forest environment. Children remember the repetitive phrases and the sounds. They listen well to instructions, find the hidden bears and begin to recognise corresponding numerals.

Children persevere in rotating plastic pizza slices until they fit together in their imaginative play. They are keen to share their triumphs and receive praise. Staff model language and children copy their actions to count the pieces successfully.

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

- The curriculum is well designed to sequence children's learning and build on what they know. Staff use their training well to implement the curriculum. They confidently build on children's skills and know how to challenge their learning. For example, while exploring autumn leaves, staff take the opportunity to encourage children's independence and to support boys' early writing skills. Children keenly squeeze the paint into the tray and persevere when it becomes a bit tricky. They mix the paint together with their sticks to make marks. Children show curiosity as they recall how to mix colours and to create new ones.
- The special educational needs coordinator (SENCo) ensures she works closely with key people, parents and other professionals. This helps her to take prompt action when identifying and supporting children's additional needs. Staff adapt routines well to ensure they include children, and their emotional needs are met, especially during transition times.
- The learning environment is well designed and offers children a wealth of resources to choose from. For example, children play imaginatively in the role-play area and enjoy dressing up as different characters. However, on occasion, staff do not always ensure that children's learning and play is not disrupted. For

example, staff do not always ensure that the environment is quiet when reading stories or singing songs to encourage good listening and attention.

- Children behave well. Staff use consistent routines to help children settle quickly and become familiar with the nursery day. For example, when it is snack time, young children know to pull their sleeves up and wash their hands. Generally, the staff use good strategies to support children's understanding of expectations, such as distraction and modelling how to share. However, on occasion, strategies, such as the sand timer, are not consistently used well enough to ensure children remain engaged in their learning.
- There are good transition and settling-in arrangements to ensure children feel safe and secure. Children form close attachments with familiar adults. For example, young children seek reassurance and cuddles when new adults visit their room.
- Staff follow effective care practices. They establish healthcare plans which are regularly reviewed with parents so they can take prompt action in an emergency. Staff follow hygienic nappy changing procedures. Staff help children to care for themselves and gain good independence. For example, young children wipe their faces after their lunch, while older children serve their lunches independently.
- The new manager is passionate about her role. There are effective arrangements for staff's professional development. Staff meet regularly to share good practice and attend training to raise the quality of their teaching. They regularly observe each other's teaching and evaluate activities. The manager offers targeted support to improve staff's confidence in delivering the curriculum and assessing children's progress.
- Staff forge strong relationships with parents. There is good communication and parents are kept well informed about their children's progress. Staff share valuable ideas to encourage learning at home, such as sharing songs and recipes. The management team has ensured that parents are aware of the actions put in place to meet requirements. They have sought parents' feedback on the process and received positive responses.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and induction arrangements. All staff have a good understanding of the indicators that a child may be at risk of harm and how to report these to the designated safeguarding lead (DSL). The DSL is competent in her role and regularly monitors any concerns about a child, including existing injuries. There are effective arrangements to ensure the DSL and/or staff report any concerns about a member of staff to outside agencies promptly. Staff implement robust policies and procedures effectively, such as those to ensure only known and authorised adults collect children. Staff understand the importance of carrying out robust risk assessments to keep children safe. Parents commented favourably on how the children feel safe and are happy.

What does the setting need to do to improve?

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

- consider the learning environment further to help maintain children's learning, particularly their listening and attention
- develop further the use of appropriate strategies to manage children's behaviour more consistently.

Setting details

Unique reference number	EY263811
Local authority	Somerset
Inspection number	10250249
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	1 to 4
Total number of places	46
Number of children on roll	31
Name of registered person	Next Steps Childcare Limited
Registered person unique reference number	RP901889
Telephone number	01749 346 808
Date of previous inspection	29 June 2022

Information about this early years setting

Next Steps Childcare Centre registered in 2003. It is located at the Bath and West Showground, near Shepton Mallet, Somerset. The nursery is open Monday to Friday, from 8am to 6pm all year round, except for bank holidays. The nursery employs 11 members of staff. Of these, one holds an early years qualification at level 6, two hold a qualification at level 5, four hold a qualification at level 3 and three hold a qualification at level 2. The nursery receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager took the inspector on a learning walk to discuss the curriculum and what they want children to learn.
- The manager and the inspector completed a joint observation in the pre-school room.
- The inspector spoke with parents and children on the day of the inspection and read parent testimonials to consider their views.
- The inspector conducted discussions with the owner, manager, SENCo, DSL and staff at convenient times during the inspection.
- The inspector sampled a range of required documentation, including staff suitability checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022