

# Inspection of Positive Steps Childcare

201-203 Normanton Road, DERBY DE23 6US

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Inspection date:

1 December 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

When children arrive at the nursery, staff give them a warm welcome. They offer the children cuddles and reassurance when they need it, and this helps them to settle. Staff support children to hang up their belongings and seek out an activity of their choice. However, the nursery does not operate an effective key-person system. Not all staff are aware of who their key children are. This hinders children from forming strong attachments with their allocated key person.

Staff plan activities based on children's interests and their next stages of learning. They discuss clear learning intentions for the children, taking into consideration the experiences children receive at home. For example, children participate in an activity of bathing dolls. They use soap and sponges to make the dolls clean and smell fresh. Children talk about their baby brothers and sisters and how they help mummy and daddy care for them at home. However, the quality of education is variable. Weaknesses in staff's delivery of the curriculum impact the progress children make. For instance, during group story time, staff struggle to capture the children's attention or spark their curiosity. Therefore, children become quickly disengaged from their learning and wander off.

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

- Leaders and staff embrace diversity in the nursery. They offer a range of resources and visual displays to promote children's awareness of cultural differences. Staff take children on visits to the local community. They visit places of worship, such as churches, mosques, and temples.
- Children who speak English as an additional language are supported well by staff. Key words in the children's first language are sought, and these words are used by staff to help children become familiar with routines within the nursery. Staff seek further guidance from family and other professionals so that children develop a sense of belonging.
- Staff are positive role models for behaviour. They speak to children in a calm manner and encourage them to play together. Some children start at the nursery and need support to understand rules and boundaries. Staff help these children by being consistent in their approach and through daily routines. However, on occasion, mealtime routines can become chaotic, and children move around without direction from staff.
- Staff support children to become increasingly independent in their personal development. For instance, children eagerly help staff to tidy away toys. They line up to wash their hands before mealtimes. However, staff do not always support children to follow good personal hygiene practices if they leave the dinner table and return. Furthermore, when staff support children with personal routines, they do not always wash their hands afterwards.

- Staff promote children's communication skills. They constantly talk to children and provide narration as they play. For example, as children play with the farm animals, staff talk about the animals, where they live and the sounds they make. They sing nursery rhymes linked to the animals to support children's language development.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator works closely with parents and external professionals to ensure the needs of children with SEND are met. Leaders use funding effectively to purchase specific resources that best support children to make progress.
- Parents are complimentary about staff and leaders at the nursery. They share that they appreciate the care and support they and their children receive. Staff work with parents to find out about the experiences children have at home and build on these during their time at the nursery. Parents comment that due to this, their children are more confident in social situations. However, some parents are not aware of who their child's key person is. At times, this may impact the quality of interactions between parents and key persons in meeting the needs of the children.
- Leaders and managers have systems for staff supervision. However, they do not monitor staff closely enough to ensure they are fully effective in their roles. As a result, staff do not receive targeted support and coaching to help them deliver an effective curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a clear understanding of their role to protect children. They understand the signs and symptoms that might suggest a child is at risk of harm. Staff know what to do if they have a concern about a child's safety and well-being. Additionally, they know what to do if they have a concern about a colleague's conduct. Staff ensure that the premises is secure so that children cannot leave unsupervised and any unauthorised visitors to the nursery cannot gain entry. Effective recruitment processes and procedures are in place to help ensure that those working with children are suitable to do so.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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provide staff with effective coaching, support and supervision, to ensure they deliver a strong curriculum so that children achieve the best outcomes	31/01/2023
provide an effective key-person system to ensure all children have a consistent key person who helps to meet their needs.	28/02/2023

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

- review the organisation of mealtime routines to ensure all children remain engaged and supported
- strengthen the hygiene routines for staff and children to minimise the spread of infection.

## Setting details

<b>Unique reference number</b>	EY370198
<b>Local authority</b>	Derby
<b>Inspection number</b>	10235189
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Positive Steps Childcare Limited
<b>Registered person unique reference number</b>	RP907337
<b>Telephone number</b>	01332301501
<b>Date of previous inspection</b>	1 December 2016

## Information about this early years setting

Positive Steps Childcare registered in 2008 is situated in Derby. The nursery employs seven members of childcare staff. Of these, one holds qualified teacher status and six hold appropriate early years qualifications at level 2 or above. The nursery opens from 9am to 3.30pm, Monday to Friday, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Langley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities 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 completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- 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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