

# Inspection of Big Steps Childcare Limited

St Sebastian's Community Centre, 1 Douglas Green, Salford M6 6ES

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Inspection date: 27 November 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Staff provide a warm and friendly welcome to children and their families. The nursery is an integral part of the local community. Children are happy, safe and eager to see their friends. They say hello to the staff, whom they consider their 'best friends'. Staff gather detailed information from parents about each child prior to them attending. This information is used effectively to ensure that children's unique needs are met. Staff ensure that activities and toys that children enjoy are available on arrival. This helps children to settle quickly, ready to begin learning.

Staff have high expectations for all children. They recognise the importance of developing children's communication skills. Staff talk to children and introduce new vocabulary to help extend children's speaking skills. For example, children are encouraged to repeat new words, such as 'over' and 'under', as they manoeuvre puppets to retell a favourite story. Children make good progress from their starting points. Staff skilfully support children to understand their feelings and encourage them to respond to each other with kindness and respect. Children form close friendships with each other and staff. They behave well for their age.

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

- Leaders have a clear view of what they intend children to learn. However, this is not always understood by all staff. Children participate in a wide range of exciting activities that they thoroughly enjoy. Staff are always on hand to support children. However, there are occasions when staff do not know, precisely enough, what children are intended to learn as they join in activities. On these occasions, learning is not extended as precisely as possible, so that children make the very best possible progress.
- Children are confident and eager learners. They demonstrate important skills, such as perseverance and determination when mastering skills. For example, children listen and try to follow instructions when learning how to catch a ball. They remember, from previous attempts, that they must hold out their hands ready to receive the ball. Staff celebrate children's achievements. This helps to build children's confidence and self-esteem. Children develop a wonderful 'can-do' attitude to their learning.
- Support for children with special educational needs and/or disabilities is a strength. The special educational needs coordinator works closely with staff who monitor children's progress. Should gaps in children's development arise, targeted individual plans are shared with parents and multi-agency support is quickly sought to help ensure that children's needs are swiftly met. This means that all children make good progress.
- Children develop a love of reading. They enjoy looking at books. Children practise what they have been previously taught, independently turning the

pages and pointing to the pictures. They describe what they can see and remember parts of their favourite stories. Staff join children's storytelling, asking questions with genuine interest. This helps children to develop their imaginations and their expressive language.

- Children enjoy a wide range of opportunities outdoors in the well-resourced garden area. They delight in splashing in the water tray and exploring the 'mud kitchen'. Children skilfully climb on the climbing frame. They negotiate space well. Staff remain close by, providing a hand to steady children if they wobble. Children gain confidence as they climb and develop their large muscles and their coordination.
- Parents speak very highly of the leaders and staff team. They value the regular information shared about their child's progress and the support and advice staff give on topics, such as potty training. Parents are supported effectively to contribute and extend their child's learning at home. They remark that staff are like 'one of the family' and are always available to help and support, should it be needed. Parents recognise that leaders have good links with other services in the local community.
- Regular supervision is in place to support staff and develop their practice. Staff feel well supported in all aspects of their role. Leaders observe staff as they work with children and give suggestions as to how they may further develop their teaching skills. That said, opportunities for staff to share their individual skills and knowledge in a sharply focused way have not yet been developed, to enhance staff practice further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to protect children and keep them safe from harm. They can identify signs which may suggest a child is at risk and understand the action to take in the event of being concerned for a child's welfare. Staff undertake regular safeguarding training. Leaders check that staff knowledge remains up to date. Regular risk assessments are undertaken to help ensure that the environment is a safe place in which children can play. Staff teach children to be mindful of risks. For example, at lunchtime, staff cut up grapes to help prevent possible choking. They explain to children why this is important as they demonstrate how to do this. This equips children with essential knowledge and skills to keep themselves safe.

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

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

- help staff to clearly and consistently identify what children are intended to know, or be able to do, as a result of participating in activities

- enhance the already good staff supervision arrangements and provide sharply focused opportunities for staff to share their skills and learn from each other.

## Setting details

<b>Unique reference number</b>	EY492799
<b>Local authority</b>	Salford
<b>Inspection number</b>	10305126
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Big Steps Childcare Limited
<b>Registered person unique reference number</b>	RP534843
<b>Telephone number</b>	01617371266
<b>Date of previous inspection</b>	12 February 2018

## Information about this early years setting

Big Steps Childcare Limited re-registered in 2015. The setting provides sessions from 9am until midday and from midday until 3.10pm, during term time only. There are five members of staff. Of these, one holds a recognised early years qualification at level 5, three hold recognised early years qualifications at level 3 and one holds a recognised early years qualification at level 2. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

## 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.
- Leaders joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.

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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