

# Inspection of Little Steps Preschool

Blaby Methodist Church, Winchester Road, Blaby, LEICESTER LE8 4HL

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Inspection date: 7 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</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**

Children behave exceptionally from the moment they arrive at the setting and are fully and continuously engaged in play throughout the day. After independently putting their belongings away, without any prompting, they sit patiently waiting and listening intently for staff to call their name. Children respond to staff saying, 'good morning' and other warm greetings. They ask friends and staff how they are feeling that day. Children respond confidently to staff questions about their evening at home, what they would like to play with that day and help staff to count how many children are present. They recall humorous comments staff share with them. When a child asks if 23 is a member of staff's age, another responds, 'Remember she is still 21,' to which the children and staff erupt in laughter.

Children develop a vivid imagination, supported by staff's guidance. They say they are making their 'baby' feel better by giving it cuddles and explain that this is how staff reassure them. Staff help to extend children's learning, for example, through discussing with them what doctors can do to make people better when they feel ill. Children practise their pencil grip and literacy skills as they write prescriptions and model language doctors might use. They learn new vocabulary from staff, such as pharmacist and chemist and what the difference between the two roles is.

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

- Staff are ambitious in what they want all children to learn, including children who may need additional support. They work closely as a team, gathering as much information about the individuality of children as possible, including from parents and carers. Staff closely monitor children's progress, identifying and providing targeted support for any potential gaps in children's learning and experiences.
- Parents comment that staff go above and beyond with the support and communication they offer families. They feel they are fully involved in decisions about their child's education and care at the setting.
- Staff plan activities that help children to be curious and develop new interests. They remain engaged for long periods of time with the animals and unusual items provided relating to the theme of winter. Children ask 'what's this' and other questions while exploring a deer skull and antler. Staff teach them facts and discuss pictures about reindeer and other animals that children then use in their chosen play. However, at times, staff do not recognise where they can best use their teaching skills. While they do focus on playing alongside children at particularly activities, sometimes there are other children who are more in need of their support to make the most progress in their learning.
- Staff's interactions with children show they have a clear understanding of how children learn, particularly in regard to their communication skills. They adapt

their practice by repeating key words and sounds for younger children to imitate and asking older children questions to provoke them to think and share their own ideas. Staff help children with the words they need to use when asking others to share resources. They encourage children to think about the manners to use and how to respond if their friend is not yet finished playing.

- Staff are completely consistent in their high expectations of children and use of daily routines. They provide all children with tailored support to be able to follow the expectations and routines, including those who are new to the setting. Children particularly demonstrate this learning during snack time. They all wash their hands and line up behind one another. They collect a piece of fruit and pour their own drink saying thank you to staff. They persevere to peel their own fruit and put the rubbish and their dirty cups where they belong. Children understand how to position resources so that their friends can share and put these back without prompting as staff have fully embedded this behaviour.
- Leaders continuously evaluate staff practice and the experiences of children. They provide weekly opportunities for staff to reflect and discuss their shared and individual targets for improvement. Leaders provide staff with training that directly affect the children. They explain changes they made after they had training about healthy eating. Staff and parents explain the positive impact this has had on developing children's health and well-being choices.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a broad knowledge of how to keep children safe from harm. They know the children and families very well and can identify different signs and symptoms that may give them cause for concern. Staff demonstrate their understanding of how to monitor and escalate their concerns when needed, including taking action to protect children and robustly fulfil their responsibilities. The provider has a thorough recruitment process and induction procedure to ensure staff working with children are suitable. Leaders deploy staff appropriately to maximise the safety for all children and have clear procedures in place to ensure the security of the premises. They continually assess risks and hazards in the setting and put measures in place to ensure that the environment is safe for children to play in.

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

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

- support staff further to recognise how to make the most from their teaching moments and when to provide children with more support during play.

## Setting details

<b>Unique reference number</b>	2637065
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10295690
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Little Steps Blaby Limited
<b>Registered person unique reference number</b>	2637066
<b>Telephone number</b>	07919 910194
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Steps Pre-school was registered in 2021. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions on a Monday, Wednesday, Thursday and Friday are from 8.30am until 3pm and a Tuesday 8.30 until 1pm. The pre-school offers places to children in receipt of government early years funding.

## Information about this inspection

### Inspector

Lora Teague

## 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 leaders and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The leaders and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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