

Inspection of Littlesteps (Rochdale) Ltd

Tenby Street, Rochdale, Lancashire OL12 7ES

Inspection date: 13 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into this inviting setting by nurturing staff. Staff provide interesting learning experiences that excite children and extend their knowledge. As children play outside, staff encourage them to find where the wind is most powerful. Staff provide books that captivate the interests of children of all ages. As older children show an interest in dinosaurs, staff use non-fiction books to extend their knowledge. Children are eager learners who make good progress in their learning.

Staff are attentive and caring. They are positive role models who show respect for the children they care for. Staff gently suggest to babies that they may change their nappy. Older children are encouraged to meet their own self care needs. All children have a go at feeding themselves and at wiping their own faces. Children demonstrate that they feel safe, are confident and comfortable.

Staff have high expectations for all children. They follow consistently calm ways to support children to express their emotions. Children can frequently be heard talking about how they, and other people feel. Staff instil a sense of kindness. Older children show consideration to others. They dress up as superheroes and invite their friends and staff to join in, sharing out the resources. Children's behaviour is good and they have learned to play cooperatively with each other.

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

- Leaders have carefully considered the key knowledge that they want children to learn. They provide targeted training and support to help staff to implement the curriculum well. They place high importance on supporting children's communication and language skills. Staff use resources such as toy telephones to encourage babies' early communication. They are skilled at extending language through their back-and-forth interactions with children. Children are becoming confident communicators.
- Staff make accurate assessments of children's abilities . Leaders monitor the impact of the curriculum. They make good use of additional funding and swiftly identify when children may benefit from extra help in their learning. Close partnerships with other professionals have been developed to help children receive the support they need. Staff support children with special educational needs and/or disabilities (SEND) well.
- Staff value the knowledge parents and carers have about their children and establish strong relationships from the outset. Effective systems are in place to promote information sharing about children's care needs and development. Parents say that the home learning activity ideas that they receive, support them to extend their children's learning at home.

- Overall, throughout the nursery, staff plan routines to ensure they meet children's needs. However, some transition times are not organised effectively to ensure that children do not have to wait for prolonged periods. Furthermore, at mealtimes, staff deployment does not ensure that all children are provided with quality interactions while staff are completing routine tasks.
- Staff help children develop the skills they need in readiness for early writing. Babies grasp items and use their hand-eye coordination to stack interesting objects. Older children develop their finger strength as they cut paper and tape with scissors while wrapping up 'presents' for their friends. Older children demonstrate impressive skills as they draw pictures with great detail and begin to write some letters from their names.
- Staff help children to learn positively about similarities and differences between themselves and others. As children see their own reflection, staff encourage them to talk about their own unique features. Staff support children who speak English as an additional language by using key words and phrases in their home language. For example, at mealtimes, staff use the languages that children speak when talking about the meals. These experiences support children to feel valued and included.
- Developing children's understanding of healthy lifestyles is a key focus for leaders. Children look carefully in mirrors as they wipe their nose and then eagerly wash their hands. Older children talk about the need to 'catch their cough' to stop the spread of germs. Staff have supported children to develop a positive attitude to healthy eating. Children cheer as they see their favourite vegetables in the meals. They say that vegetables are 'delicious'.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this setting. Staff understand the procedures that they must follow if they are concerned about a child in their care or an adult working with them. Leaders routinely follow up any unexplained absences and work with other professionals to ensure children are safe and receive the right support. Staff demonstrate a thorough understanding of risk assessment and share this knowledge with children to help keep them safe. For example, staff discuss with children how to keep safe when using scissors. Children learn how the police help to keep people safe as the local police officer regularly visits the nursery.

What does the setting need to do to improve?

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

- review the organisation of transition times so that children's waiting times are reduced and quality interactions with children are maintained.

Setting details

Unique reference number	EY473586
Local authority	Rochdale
Inspection number	10301477
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	0 to 8
Total number of places	49
Number of children on roll	54
Name of registered person	Little Steps (Rochdale) Ltd
Registered person unique reference number	RP533370
Telephone number	01706641499
Date of previous inspection	24 January 2018

Information about this early years setting

Little Steps (Rochdale) Ltd registered in 2013 and is situated in Rochdale, Lancashire. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery employs 12 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Weston

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children and staff communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual, senior manager and the manager about the leadership and management of the nursery.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the nursery with the inspector.
- Leaders spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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