

# Inspection of Ke Steps Pre-School Ltd

The Blue Bell Hill Community Centre, Dennett Close, NOTTINGHAM NG3 2GL

---

Inspection date: 15 January 2024

**Overall effectiveness** **Good**

---

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**

Children are greeted warmly by staff when they arrive. Those who have been absent due to illness are greeted with 'I missed you' by the manager. This contributes to children feeling valued in the pre-school. If children are unsettled, staff provide them with comfort. They sing nursery rhymes and read stories to children. This works effectively to distract children and results in them settling quickly.

Children have opportunities to develop their balance and coordination. They are offered a helping hand from staff to promote their safety as they are encouraged to walk across wooden beams. Staff ask children to consider if the equipment they use is safe to walk across, helping them to identify and manage risks in their play. Children are supported by staff to wait their turn to walk across the wooden planks, promoting positive behaviour. Children are keen to investigate and explore the toys and resources staff offer them. They find torches and show fascination as they shine them around the room. Staff give children gentle reminders not to shine the light in people's faces because it might hurt their eyes, helping them to be considerate to others. Staff put their arms against walls, asking children to shine a torch onto it, showing them how to make shadows.

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

- The manager and staff focus their curriculum on supporting children's communication and language skills. For example, staff ask children a good range of questions, encouraging their thinking skills. Children listen to and follow staff's instructions well.
- Staff help children to learn about similarities and differences between themselves and others. For example, occasionally, children wear clothes from their own cultures. When they do this, staff ask children to share with others the cultural celebrations they attend with family members. This contributes to children, especially those who speak English as an additional language, having a sense of belonging in the pre-school.
- Staff help children to recognise numbers in their play. For example, when children look at numbers on cards and identify a number eight, staff ask them to recognise other numbers such as one and two and tell children that it is the number 12.
- The manager has a new staff team and supports them well. For example, staff are given additional responsibilities, such as being a health and safety officer and fire marshal. The manager ensures that they attend training courses to help them understand their new roles in keeping children safe.
- The manager and staff reflect on their practice. They make changes that allow children to follow their interests. For example, a toy kitchen has been added to

the outside area due to children's interests in pretending to cook. This helps children to build on their imaginative skills.

- Staff praise children for their achievements. For instance, they give them a high five for balancing and say 'well done' when children switch off torches by themselves. However, staff do not fully support children to understand their own and others' feelings and emotions. For example, when children struggle to share, staff do not help them to understand how it might make others feel.
- The manager works with other professionals to find out about children's individual needs and how staff can support their progress. For example, the manager and staff support children to follow their own learning styles. This includes providing children with soft balls when they show an interest in throwing, allowing them to do this safely. Staff support children to avoid using barriers in their mouths, to encourage their speaking skills.
- Staff share information with parents at the end of each day about activities their children took part in and enjoyed. However, staff do not help all parents understand how they intend to build on their children's individual learning and how parents can contribute to this at home. This will provide a more united approach to supporting children's development.
- Staff encourage children's independence. For example, at snack time, staff invite children to use tongs to select the fruit they would like to eat. Children are asked to pour their own drinks.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **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 strengthen their interactions with children to support them to understand their own and others feelings and emotions
- support staff to share with parents how they intend to build on their children's individual learning and how parents can contribute to this at home.

## Setting details

<b>Unique reference number</b>	EY485544
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10300960
<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>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	KE Steps Pre-School Limited
<b>Registered person unique reference number</b>	RP909014
<b>Telephone number</b>	07956165062
<b>Date of previous inspection</b>	23 January 2018

## Information about this early years setting

Ke Steps Pre-School Ltd registered in 2015 and is situated in Nottingham, Nottinghamshire. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager with early years teacher status. The pre-school opens on Monday, Tuesday and Wednesday during term time. Sessions are from 9am until 2pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the pre-school with the inspector.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024