

Inspection of First Steps Beaumont Leys

Church of Christ the King, Beaumont Way, LEICESTER LE4 1DS

Inspection date: 9 May 2024

Overall effectiveness	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

Children arrive happy and are greeted warmly by staff at the gate. The daily routine is well-embedded, and children understand what is happening next. Children are confident to talk to visitors and ask them questions. Staff help children develop their hand-eye coordination as they build a tower from blocks. Children enjoy a range of craft activities as staff teach them how to use a spatula to spread glue and encourage them to be creative. However, the curriculum for communication and language is not strong enough or fully understood by all staff. Staff do not always recognise what individual children need to learn next or how to support those who need additional help with their speech and language skills.

Nevertheless, older children learn to understand and manage their emotions. Staff ask them why they feel happy or sad, and they reply, 'Happy because I love my friends'. Children learn to share as staff teach them how to take turns to add sprinkles to their play dough. Staff remind children of the pre-school rules during their daily circle time. Children learn to listen to instructions when staff ask them to line up. Children are kind to their friends and polite to staff. When prompted, younger children use their manners to say 'please' and 'thank you'. They develop strong bonds with staff and feel secure enough to seek out a familiar adult when they need reassurance.

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

- Staff support children to become increasingly independent. Children learn to take care of their belongings as they hang up their coats and bags when they arrive. They learn to manage their self-care needs as staff teach them to wash their hands. During lunchtime, children learn to unpack their lunchboxes and eat lunch independently. Staff expect children to clear away any rubbish and tidy up after themselves when they have finished.
- Staff plan a wide range of activities which they know children will enjoy. They encourage children to become creative and imaginative. Staff encourage children to use an array of materials to create their artwork to support their upcoming graduation event. Staff provide opportunities for children to practise their role-play skills. Children develop their imaginations as they pretend to be mummies, rock baby dolls to sleep and give them a bottle.
- Overall, staff interactions with children are positive. Staff speak clearly to children and use age-appropriate vocabulary. However, staff are not always clear about the curriculum for communication and language. They do not fully understand what individual children need to learn next. Consequently, they do not plan activities or support children to learn keywords or build on the language they already know. Consequently, gaps in children's understanding and speaking skills are not closing rapidly enough.

- Children with special educational needs and/or disabilities (SEND) are supported well by staff. Staff create a tailored programme of learning and deliver this consistently. Staff use visual aids to support children, such as a 'now and next board', to help them understand the routine. They work closely in partnership with external agencies to seek advice and guidance to support children. Consequently, children with SEND make good progress overall.
- Staff help children develop a love of books. They read stories to children in an exciting way by changing the tone of their voices. Older, more confident children show they are familiar with the story as they complete the endings to familiar phrases. Younger children are encouraged to copy the staff's actions as they read to them. This helps children maintain their focus and engage with the story. Children laugh and giggle as they find parts of the story funny.
- Children have access to a secure garden area. Staff use the outdoors as a space to teach children physical development skills. Staff teach children how to use rackets to hit balls to their friends. Older children learn to ride bicycles and navigate the outdoor space. Younger children practise their small-muscle skills as they learn to empty and fill containers with sand and water.
- Parents are happy with the care the staff provide. Staff share information with them about activities their children have enjoyed. Parents say their children have strong bonds with the staff at the pre-school and have become more confident since attending.
- Leaders and managers have robust recruitment procedures. They ensure that all staff working with children are thoroughly vetted before starting their employment and ensure their ongoing suitability.

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

	Due date
review the curriculum for communication and language and share the learning intentions with staff so they are clear about what they want children to learn and how they will achieve it	28/06/2024

improve the support for children who need extra help with their speech and language to help close gaps in their learning.	28/06/2024
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Setting details

Unique reference number	EY536696
Local authority	Leicester
Inspection number	10337239
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	2 to 4
Total number of places	40
Number of children on roll	52
Name of registered person	First Steps (Beaumont Leys) Ltd
Registered person unique reference number	RP536695
Telephone number	07834705621
Date of previous inspection	30 August 2018

Information about this early years setting

First Steps Beaumont Leys registered in 2016 and operates from the Church of Christ the King, Beaumont Way, LEICESTER. The pre-school employs 10 members of childcare staff. Of these, 9 hold an early years qualification at level 3 or above. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider and the manager about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of 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.

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