

# First Steps St Matthews

St Matthews Neighbourhood Centre, 10 Malabar Road, Leicester, LE1 2PD



<b>Inspection date</b>	9 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff attend regular training to support their professional development. They effectively build on their knowledge and help children make the best use of their learning opportunities.
- Partnerships with parents and outside agencies are effective. There are good two-way systems for sharing information about children's needs and achievements. Staff keep parents well informed about children's learning and support them to contribute to their progress.
- Staff effectively meet the needs of disabled children and those with special educational needs. Individual support ensures children make effective progress from their starting points and are secure in their knowledge and skills development.
- Children whose home language is not English are developing good communication skills. Staff work closely with parents and take appropriate steps to combine both English and the home language into play and learning opportunities. They agree 10 keywords and use these in the setting using picture symbols and simple sign language to promote speech and literacy skills.
- Children enjoy playing with a wide range of good quality toys and materials. Staff regularly review these resources and ensure they meet a wide range of developmental needs and improve learning experiences for children.

### It is not yet outstanding because:

- Managers have not yet fully evaluated the progress made by different groups of children.
- Arrangements for self-evaluation lack consultation with parents.

## What the setting needs to do to improve further

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

- evaluate the progress made by different groups of children and use the information gained to ensure that any gaps in learning are quickly closed
- provide more opportunities for parents to contribute to the self-evaluation of the pre-school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector held a meeting with the pre-school manager and her line manager. He looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector checked evidence of the staff's suitability, qualifications and training.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff have a good understanding of the Early Years Foundation Stage requirements and implement them effectively. Regular supervision and observation of practice ensures that teaching, learning and assessment consistently improve. Staff observe their colleagues to learn from each other, and as a result, further improve children's experiences. A recently designed system provides the manager with an overview of different groups of children's progress. However, this information is not yet used to full effect to plan for future approaches to teaching and to close gaps in learning swiftly. Safeguarding is effective. The manager ensures staff keep their child protection and first-aid training up to date. Staff assess and minimise risks successfully. They are aware of the local safeguarding procedures and their responsibilities to protect children from abuse and neglect. The self-evaluation process is accurate and involves staff identifying strengths and areas for improvement in outcomes for children. However, parents are not involved in evaluating the pre-school.

### Quality of teaching, learning and assessment is good

Teaching is consistently good and staff work well as a team. They use their expertise and experience well and ensure observations are accurate and timely. Activities are based on children's needs and interests to support their curiosity and imaginative play. Staff join in children's play sensitively. They come alongside them and challenge them to try different approaches to solve problems in their learning. Staff use a variety of questioning techniques well. They ask searching questions and give children time to respond, helping them to effectively develop their thinking skills. Small-group learning opportunities are effective. For example, children develop a secure knowledge about the language of mathematics and gain skills in counting, recognising shapes, patterns, colours and sizes. This helps children improve their confidence and develop a good foundation in learning important skills for school.

### Personal development, behaviour and welfare are good

Settling-in sessions are used well to ensure there is a smooth move from home to the pre-school. This is supported by an effective key-person system which helps children feel secure. Children develop good independence skills relating to their self-care needs and respond well to the routines of the day. They are supported to have healthy lifestyles and eat fruit at snack times. Children have daily opportunities for fresh air. They benefit from environmental walks or play in the pre-school's outdoor play park. This helps children develop their physical skills, learn to keep safe and find out about the world around them. Behaviour is good. Children help make the rules and staff remind them of the expectations for turn taking and sharing toys. Children respect each other's difference and play harmoniously together.

### Outcomes for children are good

All children are making good progress in their learning and development given their starting points. This includes disabled children and those with special educational needs.

## Setting details

<b>Unique reference number</b>	EY473327
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	985470
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0116 222 1068

First Steps St Matthews was registered in 2014. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two at level 5. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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