

Little Steppers Pre-School

Smethwick Cape Hill Children's Centre, Corbett Street, SMETHWICK, West Midlands, B66 3PX



Inspection date	16 June 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her experienced team have a clear vision for high-quality provision for children. The manager involves parents, staff and other professionals in her evaluation of the setting to make improvements that benefit children.
- Parents speak very highly about the pre-school staff. They are extremely pleased with the progress their children make, particularly in developing confidence, improved behaviour and communications skills.
- Staff give children's emotional security high priority. They provide a comprehensive settling-in process in accordance with children's needs.
- Partnerships with other professionals and schools are extremely good. Effective communication and cooperative working ensure that staff support children and their families exceptionally well.
- The manager monitors children's progress effectively. She identifies any gaps in children's learning and staff plan support to help them catch up quickly.

It is not yet outstanding because:

- Sometimes, children are distracted from listening and concentrating during adult-led activities. Staff do not consider the other activities taking place close by simultaneously.
- The manager does not focus support precisely to enhance teaching practice. For example, at times teaching does not take account of the ages and abilities of the children to help extend their learning.

What the setting needs to do to improve further

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

- encourage children to listen and concentrate without distraction during adult-led activities
- enhance the support for staff to strengthen their teaching practice to take account of the ages and abilities of the children, to extend their learning further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and area manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff. She discussed the pre-school's self-evaluation and plans for improvement.
- The inspector spoke with staff and children during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff can identify the signs of possible abuse and know who they should contact if they have any concerns about a child's welfare. Staff undertake regular checks of the environment to ensure it remains a safe place for children. The manager uses robust recruitment, vetting and induction procedures to ensure staff's suitability to work with children. Parents express their complete satisfaction with the pre-school and its dedicated and caring staff. They describe their children's enthusiasm to attend and excellent support they receive as a family unit. The manager reflects on practice effectively and works closely with other professionals to help children make good progress. She is currently working in conjunction with local schools to develop staff's understanding of preparing children for school.

Quality of teaching, learning and assessment is good

Staff organise the vibrant learning environment well to capture children's interests and enable them to access toys and resources independently. They plan effectively for each child's individual learning. Staff take account of children's development and learning styles in their planning to support their progress effectively. During play, staff skilfully weave in questions that incorporate problem solving and numeracy. Staff promote children's language development well, including those who speak English as an additional language. For example, they provide opportunities for children to hear and use their home language in their play and give them good opportunities to speak English.

Personal development, behaviour and welfare are outstanding

Children play in a very welcoming, inclusive environment. They arrive eager and immediately join their friends in their play and behave exceptionally well. Children benefit from excellent opportunities to learn about their own and other people's backgrounds. They show a real sense of belonging and pride. They are encouraged to share cultural traditions during events organised by the staff. Staff teach children the importance of a healthy lifestyle effectively. Children have regular opportunities for exercise and they learn about the effects of different foods on their bodies. Extremely successful links with the local schools support children to make smooth transitions when the time comes.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for their eventual move on to school. They present as capable and confident characters. They communicate their needs well and assert themselves during free-play activities. Children treat each other with politeness and respect, and display excellent cooperation and problem-solving skills when they work together to resolve issues for themselves. Children develop their literacy skills. They are beginning to link sounds to letters and some children can write their own name. Children learn to count and recognise numbers. Children demonstrate their good independence skills, such as putting on their coats.

Setting details

Unique reference number	EY484763
Local authority	Sandwell
Inspection number	1002386
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	35
Name of registered person	West Smethwick Enterprise Committee
Registered person unique reference number	RP901347
Date of previous inspection	Not applicable
Telephone number	0121 555 6756

Little Steppers Pre-School registered in 2014. The pre-school employs six members of childcare staff. Of these, four hold an appropriate early years qualification at level 3, one member of staff has a qualification at level 6 and one holds early years professional status. The pre-school opens from Monday to Friday all year round. Sessions are from 8.30am until 3pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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