

# First Steps Barley Croft

Linney Road, Beaumont Leys, Leicester LE4 0UU



<b>Inspection date</b>	13 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The required progress check for children aged between two and three years has not been carried out on all eligible children. This means parents have not been fully informed of their children's stage of development.
- The sharing of information between staff and parents is not yet developed enough to help parents to be fully involved in their child's learning and development.
- Some activities are not always organised well enough by staff to make sure all of the children taking part are fully engaged and benefit from these experiences.
- Staff have not given enough consideration to how they can best support the learning of children who prefer to spend their time outdoors throughout the day.

### It has the following strengths

- Staff are enthusiastic, kind and caring and they are good role models for the children in their care. Children form close relationships with staff, which supports their emotional well-being.
- Staff work closely with other settings that children attend, including schools. This helps children to benefit from consistency in their care and learning.
- Staff know how to support children's learning, specifically those who have special educational needs and/or disabilities (SEND) or who speak English as an additional language.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
complete the progress check for all children aged between two and three years, ensuring that parents are provided with a written summary of their child's progress in the prime areas of learning and development	15/01/2019
ensure there is regular two-way sharing of information between staff and parents so that parents are fully involved in their child's learning and development	15/01/2019
improve the organisation of planned activities to ensure children are actively involved and stay focussed in their learning.	15/01/2019

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

- give children who learn best outdoors more opportunities to play and learn in their preferred environment.

### Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working within the setting.
- The inspector engaged in a joint observation with a manager.
- The inspector checked a sample of documents, including risk assessments, a range of policies and procedures and the provider's evidence of self-evaluation.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector considered the views of parents in discussions during the inspection.

**Inspector**  
Susan Sykes

## Inspection findings

### Effectiveness of leadership and management requires improvement

Not all children have received the statutory progress check when they are aged between two- and three-years-old. This means some parents have not been given a written record of their child's development and they also do not receive other information about their child's progress. Safeguarding is effective. Staff are clear about the signs of possible abuse and know about the procedures to follow if they have any concerns. Effective systems for staff supervision are in place and the manager uses a variety of ways to help staff develop professionally. The manager evaluates her practice suitably. For example, she identified that children needed more opportunities to develop their mathematical and literacy skills. As a result, she trained staff to support children's development in these areas.

### Quality of teaching, learning and assessment requires improvement

Some activities in the setting are not planned well enough to take into account children's individual needs. For example, children who prefer to learn outdoors have fewer opportunities to go outside and participate in activities in this learning environment. This means there are less opportunities for them to participate in activities that will challenge and help them learn. However, when planned well, children remain engaged in activities of their choice. For instance, children are enthusiastic as they make their own playdough and use this to make decorations. They join in familiar stories or impromptu singing sessions of well-known nursery rhymes which helps their language and communication skills. Children's mathematical knowledge is supported well. This is helped as they excitedly count the number of pine cones they have. Children use weighing scales as staff help them to learn mathematical concepts, such as 'lighter' and 'heavier'.

### Personal development, behaviour and welfare require improvement

Some activities do not consider the individual needs of children to offer them a stimulating environment to learn in. For instance, some group activities last for prolonged periods of time, which results in some children becoming disengaged or bored. However, children are happy, settled and behave well. Staff regularly praise children, helping to boost their self-esteem and confidence. Children learn about the differences between themselves and others. For example, they learn about each other's cultures through a range of activities.

### Outcomes for children require improvement

Variances in the quality of teaching and assessment means not all children make the best possible progress from their starting points. However, they gain some skills to help prepare them for their future learning and eventual move to school. For example, they respond well to the guidance provided by staff. They enjoy taking responsibility for small tasks, such as tidying up toys. They concentrate intently and persist in activities they have chosen to engage in. Children form strong friendships with their peers.

## Setting details

<b>Unique reference number</b>	EY539583
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10079288
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	First Steps Pre-School Limited
<b>Registered person unique reference number</b>	RP539582
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07858761040

First Steps Barley Croft re-registered in 2016. The setting employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and six hold an appropriate early years qualification at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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