

Inspection of First Steps Barley Croft

Linney Road, Beaumont Leys, Leicester LE4 0UU

Inspection date: 1 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show their enthusiasm and excitement as they are welcomed into the setting that has developed into an established and highly respected facility within the local community. They show that they are happy and secure as they confidently select resources of their choice. Staff show a deep commitment to ensure all children, including those who receive additional funding or require high levels of additional support, achieve the best possible outcomes.

Children are helped to become aware of and enjoy the natural environment through the activities that are available to them in the outdoor area. This contributes to providing children with a wealth of knowledge and a desire to explore and investigate further.

Children develop valuable skills that will help them to become emotionally mature. Staff skilfully support children to understand boundaries and develop an awareness and respect for their peers. Children are learning to be confident and independent as they are able to freely move around the setting and make choices about what and where they play.

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

- Staff know children well and have a good understanding of their backgrounds and families. They spend time finding out from parents about their children's interests and developmental stage before they start at the setting. This contributes to staff establishing an effective starting point for children's future learning.
- Children's progress is skilfully monitored. Staff use their assessment of children's learning to identify any gaps in their development. They work tirelessly with parents and other professionals to assist children in reaching their full potential.
- Staff demonstrate an appreciation of how children learn. They carefully consider the opportunities that they offer to children to ensure that these support their motivation and engagement. That said, on occasion, staff do not consistently plan precisely enough for what children need to learn next in order to extend children's progress even further.
- Staff interact well with children and support their emerging vocabulary. They play alongside children and talk to them about what they are doing. For example, they have fun together as they identify and name the different vehicles that children are manoeuvring along a track. Staff speak clearly to children so that they hear words pronounced correctly.
- Children thoroughly enjoy being outside where they have many opportunities to be active. They show perseverance and persistence as they successfully manage to throw balls through a hoop. Staff use the opportunity to encourage children

to join in and take turns. Children respond positively to the praise that staff give them.

- Children are effectively supported in developing skills and knowledge that may be new and unfamiliar to them. For instance, they develop an understanding of the social aspect of sitting together at tables for their meals. Staff sit with the children and act as good role models. However, staff are yet to successfully ensure that children consistently enjoy healthy and nutritious food for their meals.
- Staff build good relationships with parents who speak highly of the care and learning experiences that their children receive. They consider that staff keep them well informed about their children's progress.
- Children have developed close attachments to staff. They show that they feel comfortable and safe in their care. This helps children to feel emotionally secure. Staff respect children's personal care requirements. They adapt the routine of the setting in order to meet children's individual needs. For instance, children who may require an early lunch in order to have a rest afterwards are willingly accommodated.
- The manager and staff have worked hard and conscientiously to address the actions and recommendation raised at the last inspection. Staff are effectively supported. The manager promotes every aspect of their welfare. She monitors their workload and ensures that they have opportunities to develop their knowledge further through a variety of training opportunities.
- Children experience opportunities that are new to them. For example, they learn about music and dance from other areas of the world, such as Africa. Staff support children successfully to broaden their cultural experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of the signs that could indicate that a child is at risk of harm, including extremist behaviour. They attend training on a regular basis to ensure that they are fully aware of the procedure to follow should they have concerns about the welfare of a child. The manager carries out robust risk assessments to assist her in ensuring that children are kept safe and secure at all times.

What does the setting need to do to improve?

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

- focus precisely on what children need to learn next in order to promote their good progress
- strengthen the arrangements in place to ensure that children enjoy a healthy and nutritious diet.

Setting details

Unique reference number	EY539583
Local authority	Leicester
Inspection number	10090785
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	2 to 4
Total number of places	40
Number of children on roll	41
Name of registered person	First Steps Pre-School Limited
Registered person unique reference number	RP539582
Telephone number	07858761040
Date of previous inspection	13 December 2018

Information about this early years setting

First Steps Barley Croft re-registered in 2016. The setting employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level four, six at level 3 and one at level 2. 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.

Information about this inspection

Inspector

Ann Lee

Inspection activities

- The inspector and manager completed a learning walk across all areas of the nursery to understand how the early years provision and curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff, parents and children at appropriate times during the inspection.
- The inspector reviewed a sample of the nursery's documentation. This included evidence of staff's suitability and training.
- A meeting was held between the inspector and nursery manager.
- The inspector spoke to several parents and took account of their comments.

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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