

# First Steps Beaumont Leys



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

<b>Inspection date</b>	30 August 2018
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 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

### The provision is good

- The provider and manager accurately evaluate the quality of provision and focus sharply on continual improvement. They involve parents, staff and children in the process and identify clear areas for development. For example, they have improved the outdoor learning environment.
- The experienced staff team works hard each day to transform the community building into a stimulating learning environment. Children receive a warm welcome and quickly settle, eager to explore the wide range of activities indoors and outside.
- Staff provide strong support to develop children's communication and language skills. They receive good support and training to help them to understand the steps that they can take to increase the effectiveness of their interactions with children. For example, they promote good listening skills and use signs and symbols to reinforce key words.
- Children develop warm relationships with staff and each other. They demonstrate a strong sense of belonging. They relish the responsibilities which staff give them. For example, they swiftly tidy away their toys between activities and work together to stack chairs away. Staff praise their excellent cooperation and help.
- Staff enthusiastically promote children's interest in early reading and their lively storytelling techniques capture children's imagination and interest. They plan interesting activities to help children learn about letters and the sounds they represent. This helps to prepare children for the literacy programmes they will follow at school.

### It is not yet outstanding because:

- The new electronic system for recording observations, assessments and planning is currently being introduced. Subsequently, this is reducing to some extent the amount of precise information available regarding children's learning.
- The manager has not fully considered how she can help parents to understand that improved attendance will promote continuity in their children's progress.

## What the setting needs to do to improve further

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

- build on newly introduced electronic observation and assessment procedures to gain precise information about children's learning and use this to plan for the best possible progress
- explore further ways to help parents to understand that regular attendance helps promote continuity of their children's progress.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Jane Millward

## Inspection findings

### Effectiveness of leadership and management is good

The provider and manager work in partnership with parents and other professionals to plan provision which meets the needs of the local community. The arrangements for safeguarding are effective. Consideration has been given to how the shared community facilities can be used safely by children attending the setting. Robust policies and procedures, such as escorting children between rooms and regular head counts, are followed meticulously by staff. Staff receive regular training and updates to keep abreast of local and national safeguarding developments. They understand how to recognise and report any concerns they have regarding a child's welfare. The provider and manager monitor the progress of all children to ensure that any gaps in learning for individual or groups of children are quickly identified and acted on. They use additional funding effectively to support children's individual needs with additional resources and support packages.

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

Staff plan a good range of activities across all areas of learning. Children have plenty of opportunities to lead their own play and learning throughout the day. Staff help children to develop their mathematical skills and to use numbers in their play. They ask children to estimate and count the number of cotton reels they collect. Group times are sharply focused on developing children's confidence and relationships with each other. Staff expertly use song and dance to help children learn about the names and interests of others in the group. Parents and members of the local community enjoy visiting the setting to watch children's musical performances. Staff share children's achievements with parents and provide them with play ideas to help them continue their children's learning at home. Parents praise the care and support that their children receive at the setting. They comment that children often count at home because staff promote this so well in daily routines, such as when they line up to leave.

### Personal development, behaviour and welfare are good

Children enjoy physical challenges. They persevere to complete an obstacle course, which helps them to develop their climbing and balancing skills. Children learn about the similarities and differences between themselves and others as they gain an understanding of different families and their experiences. Staff support parents to provide healthy foods in their children's lunchboxes and plan 'healthy eating' projects. Staff raise children's awareness of where food comes from and provide samples of less familiar foods. Children are encouraged to become independent and make decisions regarding their well-being and self care. For example, they decide for themselves if they require coats, sun hats or sun cream when they play outdoors.

### Outcomes for children are good

Children enjoy their time at the setting and make good progress across all areas of learning. They learn skills that will help them with their future learning. They behave well and confidently follow daily routines. During whole-group sessions, children listen attentively, enthusiastically answer questions and offer their views and ideas. Children use their knowledge of shapes and measures as they play in sand and mud outdoors.

## Setting details

<b>Unique reference number</b>	EY536696
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10060006
<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 - 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	First Steps (Beaumont Leys) Ltd
<b>Registered person unique reference number</b>	RP536695
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07834705621

First Steps Beaumont Leys re-registered in 2016. The pre-school employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4, seven at level 3 and two at level 2. The pre-school opens from Monday to Friday during term time and operates a playscheme during school holidays. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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