

Inspection of Major Steps Childcare

Tropicana House, Newquay Road, St. Columb Major TR9 6TJ

Inspection date: 1 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Parents and children are welcomed warmly when they arrive at the setting. They engage in conversation with the staff, which makes them feel valued. Staff know the children and families well and have a good understanding of how to support every child's unique learning needs.

Children show good independence skills in the pre-school room. They help themselves to their breakfast and wash up their own cups and plates after using them. This supports them in building good life skills. The children are well behaved and the staff talk about emotions with the children. This helps children to understand how they are feeling. The older children talk about treating people kindly.

Children enjoy being physical outdoors. They play together using wheelbarrows to move foam construction bricks. In the construction area, there are tree branches, and staff explain how to lift and move these safely. This gives children the opportunity to learn about challenging themselves and taking risks. The children work with each other, sharing ideas and working on their social skills.

The younger children enjoy playing with the sand, filling buckets and tapping the top of them with spades. Staff interact with sounds and the use of early language. The children respond with laughter and giggle with joy.

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

- The setting has a clear intent for children's learning. Staff contribute and work together so they understand what this means for their practice. Staff use their secure knowledge of children to plan next steps. All children progress well in their learning.
- Staff plan activities to support children's understanding of the world and the community they live in. For example, they take children to visit the beach and the theatre, and children receive visits from zoo creatures and the ice-cream van. This supports children's to build their knowledge of the wider world.
- Children gain good literacy skills. Staff promote children's love of books. They have a book of the week where they focus on using particular words from the book in context to help extend children's vocabulary. Children independently access a range of books to read. Some older children read to the younger ones, showing confidence in their reading abilities.
- Staff interactions support children in developing their communication and language skills. Children are encouraged to use new vocabulary and repeat words back. Staff use visual prompts to support communication. Staff seek information and training from outside agencies so that they can help any

children who are struggling with their language and communication development. This has supported children to make significant progress and even catch up before starting school.

- Children participate in activities such as making pizza for tea. Staff interact with children and discuss what they need to do. However, not all staff consistently challenge children's thinking so that they can solve problems for themselves.
- Staff provide opportunities for children to practise gripping, squeezing and pinching with their fingers. This helps to build the small muscles in their hands and supports children with making marks.
- Staff encourage children to develop their awareness of self-care, such as handwashing and blowing their noses. Older children independently use the toilet, just letting the staff know where they are going.
- The setting successfully works in partnership with parents. Parents are very complimentary about the setting. They talk about their children settling well, how friendly and supportive the staff are, and that they are well-informed about their children's progress.
- The setting works closely with the local school, receiving feedback on the children who transition to the school. This enables them to reflect on practice for the next cohort of children moving up. The setting and the school share ideas on how to support the children and this helps children to have a smooth transition.
- Staff feel well supported in their well-being and they enjoy their roles. They are encouraged to reflect on their practice and discuss any training needs they have. Staff identified that they needed to focus on communication and language with the children. To support this, they joined a programme to boost children's language skills, which has helped them to develop children's communication and language.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff so that they are all consistent in helping children think through problems themselves before offering solutions.

Setting details

Unique reference number	2691667
Local authority	Cornwall
Inspection number	10363591
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 at time of inspection	1 to 8
Total number of places	45
Number of children on roll	76
Name of registered person	Major Steps Childcare Committee
Registered person unique reference number	RP901863
Telephone number	01637 520843
Date of previous inspection	Not applicable

Information about this early years setting

Major Steps Nursery registered in 2022. The nursery is situated in St Columb Major, Cornwall. It provides care all year round, from 8am to 6pm, Monday to Friday. The setting offers government funded places. There are 14 members of staff, seven of whom hold a level 3 early years qualification or above.

Information about this inspection

Inspector

Sharon Elliott

Inspection activities

- The leadership team and the inspector discussed how the curriculum for the setting is organised.
- Parents spoke directly to the inspector and sent emails. Their comments were taken into consideration as part of the inspection.
- The inspector and the leader carried out a joint observation together and discussed plans for evaluating any areas identified for improvement.
- A leadership meeting took place with both members of the leadership team.
- The inspector observed teaching and learning, indoors and outdoors, and assessed the impact this has on children's development.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024