

Inspection of Two Steps Pre-School

St. Johns Methodist Church, Price Street, Smethwick, Staffordshire B66 3QU

Inspection date: 11 September 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children receive warm support from the kind and nurturing staff team to help them to settle in quickly. Staff are understanding of, and attentive to, children's emotional needs. They offer comfort and reassurance to children when they need it so that children feel secure in the setting. Children's feelings are validated, and they are helped to communicate these in different ways. Children confidently describe how they are feeling by using different coloured characters from a familiar book. They know that the yellow character means that they are happy.

The curriculum is implemented effectively to provide every child with a wealth of learning experiences. Staff use their deep knowledge of child development to adapt activities to meet the individual needs of children who attend. Children show interest in exploring dough. Staff use these opportunities to provide additional challenge for children to help strengthen their small hand muscles in readiness for writing. They sing songs to children to encourage them to roll the dough. Children are provided with thin resources to stick into the dough, such as pipe cleaners and spaghetti sticks. This helps them to practise their pincer and tripod grip, ready to hold and control a pencil.

Children thrive in exploring the world around them. They are closely supervised by staff as they go out in the local area looking for leaves and sticks for a planned activity. Children learn about how to keep themselves safe. They know when to wait before crossing roads. Children listen carefully for any cars that may be approaching and are eager to identify the colours of cars they see.

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

- Leaders and managers are ambitious about providing high-quality experiences for children within the local area. They have recognised that there are currently delays in children's early literacy development. As a result, they have built their curriculum around books to support children to develop a love for reading. The nursery has enrolled on a project focusing on children's literacy development. They work with parents and other professionals to provide opportunities for children to extend their learning further at home.
- The key-person system is implemented effectively to meet children's individual needs. Key persons know children well. They use their knowledge of children's interests, combined with their regular assessments of children's development, to identify precisely what each child needs to learn next. Children are provided with an array of activities that are tailored to help them to make good progress in their learning and development. Children become deeply engaged in these interesting learning experiences. However, on occasions, staff disrupt this by moving children on to the next part of the routine without giving them time to

finish what they are doing.

- Staff take time to carefully explain their expectations to children. When sitting down for group time, staff model how to cross their legs and ask children to copy. They explain how this stops their feet from hurting others. Staff regularly praise children and provide details of what they have done well. At tidy-up time, staff thank children individually for what they have done, such as tidying up the cars, and reward them with a sticker. This motivates children to behave consistently well.
- Staff take every opportunity to sing to children. Children communicate what songs they would like to sing by selecting from visual prompts available to them. Staff talk to children throughout the day. They model words and ask a range of questions, which further exposes children to a wide range of vocabulary. However, when children talk, staff do not always listen to what they are saying. They often reply back with a question. This means that children are not consistently supported to develop their conversational and thinking skills.
- Leaders and managers provide high levels of support for staff. Staff receive regular supervision opportunities to discuss any concerns they may have and explore ways to develop their own knowledge and skills. Leaders and managers ensure that staff attend regular training that is focused on areas where they need more support. Staff have a thirst for continuous learning. They comment positively about the training they receive and the impact this has on their teaching skills and practice.
- Leaders and managers have robust arrangements in place to support children who show delays in their development. They work in partnership with parents and other professionals to identify any support strategies that may be needed to help every child, including those with special educational needs and/or disabilities, to reach their potential.
- Leaders and managers are passionate about building relationships with parents and carers. They offer regular stay-and-play sessions to support children to feel comfortable in new environments. Activities are provided for parents, such as sessions around healthy eating, which focus on improving outcomes for children.

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 to recognise when children are engaged in their play and learning to minimise disruptions to this

- enhance the opportunities for children to build on their communication and language skills to further extend their thinking and learning.

Setting details

Unique reference number	2571062
Local authority	Sandwell
Inspection number	10362427
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	17
Name of registered person	West Smethwick Enterprise
Registered person unique reference number	2571060
Telephone number	0121 558 3475
Date of previous inspection	30 June 2022

Information about this early years setting

Two Steps Pre-School registered in 2020. It is situated in Smethwick. The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am until 3pm. The pre-school employs five members of staff, all of whom hold appropriate qualifications at level 3. The pre-school is in receipt of early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The manager and the inspector carried out a joint observation of an activity to evaluate the quality of teaching.
- Parents and children spoke to the inspector about their views of the pre-school.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of staff suitability.

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