

Inspection of Baby Steps Daycare

Baby Steps Daycare, Former Neighbourhood Office, Reginald Road, Smethwick B67 5QT

Inspection date:

8 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome when they arrive at nursery. They separate easily from parents and settle into the nursery routine. Although there is a curriculum in place, this is not as effective as it could be to ensure that children gain the most from the activities to enable them to make good progress.

That said, children are happy and settled. They build relationships with staff and show that they feel safe and secure. Staff recognise children's good behaviour. They praise children's efforts and achievements and share these with parents when they collect their child at the end of their day in nursery.

Children learn to use scissors to cut paper and make marks with crayons. Older children enjoy spending time outside in the nursery garden. They develop control and coordination as they kick a ball, sometimes to each other. They enjoy the space available, where they can run around. Younger children spend time exploring their environment. Staff encourage them to become mobile. They encourage children to pull themselves to standing on low-level furniture and move around the space available to them.

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

- Leaders are committed to developing the provision and have made some progress since the last inspection. They are working closely with local authority advisers to address the actions raised at the last inspection and understand that some practices may take longer to embed than others. This is particularly in relation to developing the curriculum and staff's awareness of ways they can support children's ongoing learning and development in both planned and spontaneous situations.
- Leaders continue to support staff to complete a range of professional development opportunities to build their knowledge and skills and influence practice in the nursery. They regularly meet with staff to monitor their progress and discuss how they are putting their new-found knowledge into practice. Leaders recognise that it takes time to develop confidence and implement what they have learned.
- Although there is a curriculum in place, it is not ambitious enough for all children to make good progress. Furthermore, it is not yet embedded fully into practice to ensure that staff know what children are learning and why. Staff do not tailor activities to the differing ages and abilities of the children in their care. For example, during group times, staff show pictures of children in different situations and individually ask children to describe how they think the child in the picture is feeling. However, not all children understand different feelings and emotions and therefore are unable to respond to the questions asked. As a

result, some children lose interest and disengage from learning.

- Children of all ages enjoy listening to stories. Staff highlight areas of the story that are similar to their time in nursery, such as the pegs they use to hang their coats on. Younger children sit together to listen to stories and also spend time looking at books independently. However, at times, staff do not use the correct terminology when talking to children. For example, they say 'choo-choo' instead of train and 'yummy' when talking about food. This does not support children's language development appropriately.
- Children engage in sensory play. Staff recognise that this supports children's small muscle development. Children squeeze plastic bottles filled with water on to foam shapes in a tuff tray. Younger children spend time pressing the foam shapes in between their fingers and watch them as they start to disintegrate in the water. Staff ask questions, such as, 'Why do you think they have melted?' They comment on how quickly the water makes the foam disappear and ask, 'Shall we see if we can put them back together?' However, they miss opportunities to build on children's prior knowledge or to engage all children fully in the activity.
- Children play in a clean and well-maintained environment. They enjoy a variety of freshly prepared food that takes account of their individual dietary needs and preferences. Staff sit with children while they eat, offering gentle support and encouragement. Independence is encouraged, and older children serve their own food.
- Children follow consistent hygiene routines, such as washing hands before meals and after using the bathroom. They rest and sleep according to their needs. Staff supervise children appropriately and regularly check them to make sure that they do not become too hot.
- Parents say that they are happy with the service they and their children receive. They feel that staff keep them informed about their child's day and the progress they are making. Parents feel staff are kind and caring. They are happy because their children enjoy spending time in nursery.
- Staff encourage children to share photos of things they do with their families, such as their holidays. They place the photos on a map of the world and talk about the special people in their lives. Leaders and staff work with parents and other agencies to ensure that children get the support they need.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the curriculum focuses on what children need to learn next so that all children make good progress.	12/09/2025

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

- raise staff's awareness that using the correct pronunciation of words supports children's ongoing language development.

Setting details

Unique reference number	2716206
Local authority	Sandwell
Inspection number	10391062
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	0 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	BabyStepsChildcare Ltd
Registered person unique reference number	2716205
Telephone number	01215170323
Date of previous inspection	29 January 2025

Information about this early years setting

Baby Steps Daycare registered in 2023 and is located in Smethwick. The nursery employs six members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The nursery operates all year round. Sessions are available from Monday to Friday, from 7.30am to 6pm. The nursery provides government-funded places for childcare.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector and the manager carried out joint observations of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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 2025