

Positive Steps

Inspection report for early years provision

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Inspector Marie Thompson

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Positive Steps Day Nursery in Maidenhead is one of five nurseries run by Positive Steps Children's Day Nurseries Ltd. It opened in 2008 and operates from a modern detached building consisting of five playrooms and there is a secure outdoor area. Children attend from the local area.

The nursery is registered on the Early Years Register to care for 64 children in the early years age group at any one time and is currently caring for 63 children who attend on both a full-time and part-time basis. It is also registered on the compulsory and voluntary parts of the Childcare Register to care for older children but currently has no children on roll. The nursery is open each weekday from 07.45 until 18.15 for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area.

The nursery employs 15 staff, of whom 8 hold relevant qualifications and 5 are working towards a relevant qualification. One member of staff is working towards the early years foundation stage degree. The nursery also employs a cleaner and a cook. The setting receives support from an advisor from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's uniqueness and individuality underpins this setting. Children are made to feel extremely welcome by a highly dedicated, inspirational team; consequently, children are extremely motivated learners and make excellent progress within the Early Years Foundation Stage (EYFS). High quality, well-organised documentation helps to ensure the efficient, smooth running of this setting. The partnership with parents and others is exceptional and ensures that all adults work together to support and meet children's individual needs. Future plans are ambitious, focussed and innovative to ensure all children experience high quality care and education. This approach leads to continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that all activities for babies are effectively planned

The leadership and management of the early years provision

The nursery manager provides strong leadership to the staff team, who are well motivated and enthusiastic and work together closely to provide a welcoming, attractive environment where children's welfare, learning and development needs are effectively met. Excellent, detailed documentation and procedures are in place

which meet all the EYFS regulation requirements. All policies and procedures are in a variety of languages to meet the needs of the parents/children attending the nursery. Secure recruitment and induction procedures ensure adults are knowledgeable and suitable to work with children. Regular staff meetings, planning meetings and discussions allow staff the opportunity to contribute ideas that support the smooth and efficient running of the nursery. Staff appraisals ensure ongoing suitability of all adults and help identify training needs. Staff can enrol on courses that lead to higher qualifications as well as courses on specific topics. Self-evaluation procedures encompass all practitioners' reflections and appraisal of the setting's strengths and areas for improvement. These systems have recently been expanded to include the views of all services users, including children, in order to deliver and maintain a high quality service.

Staff have a very good understanding of their responsibility in safeguarding children. They know and follow the procedures if they have any concerns about a child in their care. Excellent security measures include a key pad entry system with a four digit code which is changed monthly and CCTV in all rooms which is linked to a monitor in the manager's office. These measures, coupled with practitioner's vigilance, ensure the children are safe at all times. Staff carry out regular risk assessments throughout the year, ensuring all areas, equipment and resources are safe.

Staff display children's artwork beautifully, showing how much they value individual achievement. Colourful posters and photographs make all areas of the nursery welcoming. Interaction is excellent and staff spend their time focussed on children's enjoyment and achievement. Staff use observations and assessments to identify achievements and the children's next steps in learning. They use this information to plan activities that cater for individuals. The use of open-ended questions and staff's ability to model thinking ensures all children make excellent progress and develop a positive attitude to learning.

Children with English as an additional language are extremely well catered for as practitioners speak a range of languages, ensuring children feel settled. All practitioners are committed to forging meaningful relationships with parents/carers and professionals. Practitioners develop imaginative ways of sharing information with parent/carers, such as a folder that includes photographic interpretations of the EYFS outcomes. Newsletters are emailed to those parents who have email facilities. The nursery often email parents photographs of their children if they have held an event or even if it is the child's first day, to try and reduce any anxiety that they may be feeling. Parents enjoy this extra facility, some then forward these photos onto family members who either live overseas or in different areas of the country. Parents' information in the foyer is exceptional and their comments are welcomed at the parents' evenings, through the questionnaires and comments box. In addition verbal feedback is used as well as written information in the form of a daily sheet.

The quality and standards of the early years provision

Children excel in the excellent care of the sensitive adults who clearly enjoy their relationships with children and their families. Children play in a stimulating environment where they are very happy and there is a happy buzz of activity throughout the nursery. They have access to an extensive range of good quality resources that offer exciting learning experiences for every child. The resources reflect images of all people in our society and the majority are easy to access. This ensures children develop a positive attitude to diversity. The nursery invite parents and families of different cultures to come in to the nursery to help the children experience real life situations, such as wearing saris or cooking oriental foods. Children learn to respect others, within the nursery and in the wider world, through interesting topics and activities. Staff are excellent role models and, as a result, children are extremely polite and beautifully behaved.

All the children have daily opportunities to be in the outside environment and free access has recently been introduced within the older rooms downstairs. The fixed climbing frame is challenging for all ages, teaching them what they can achieve, and safely exploring risks. Children chose to play on their own or with others at different times during the day. The deputy is currently designing and reinventing the garden plan to enhance the children's play by introducing more mirrors, textured play and more plants in the garden. To help the children learn staff bring experiences to them by filling the sand tray with soil for them to explore the texture, colour and smell. They have planted seeds to grow flowers and herbs, preparing the soil, sowing the seeds and observing them grow in the nursery.

All children have excellent opportunities to be creative. For example, babies enjoy hand painting and shaving foam play, relishing the sensation of the foam between their fingers. They played happily with shredded paper and straws but this activity was too long for this age group, resulting in the babies losing interest. Staff are looking at future events where they can take the children off site and use the local park for special events, such as Sports Day and the Toddle Waddle.

The children have a mascot bear who they named 'Izzy' which they, in turn, take home to care for at the weekends. This bear has a communication book for the children and their parents to write or draw short stories about what they have done in each other's company. The child then shares this with friends back at nursery during circle time. Photographs are also encouraged, so that children are able to refer back to them. This is a superb idea which the children truly enjoy.

The children have the opportunity to discuss their learning through group activities and everyday play. The children within the nursery are aware that all children are individual and that some children need visual aids to help their learning. Staff will use the visual aids within the group and sign language or hand gestures are often used for 'please' and 'thank you'. The French teacher has helped organise a French morning which included role play sessions, food tasting, and dressing up in red, white and blue, promoting French colours. The nursery are also having a visit from 'zoo lab' who organised a wriggly road show session for the children to enjoy and learn about how animals move, where they live and in what habitat. Parents have

also been invited along to this event to enjoy and participate in the morning with their children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met