

# Positive Steps Day Nursery

Inspection report for early years provision

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**Unique reference number** EY376425  
**Inspection date** 04/06/2009  
**Inspector** Vivienne Dempsey

**Setting address** East Durham College, Willerby Grove, PETERLEE, County Durham, SR8 2RN  
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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).

## **Description of the setting**

Positive Steps Day Nursery opened in 2008. It operates from three playrooms in self contained facilities located within the East Durham College. The premises are accessed by ground level paths. It is located in the Willerby Grove area of Peterlee, Durham. The nursery is open Monday to Thursday from 07.30 until 18.00 and Friday from 07.30 until 17.30, for 50 weeks a year.

They are registered on the Early Years Register for a maximum of 58 children at any one time. Currently there are 69 children in the early years age range on role.

The nursery employs 14 staff. All of the staff hold an appropriate early years qualification and the manager has a level 5 leadership and management qualification.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. All children and their families and warmly welcomed and included. Children are extremely happy and settled during their time at the setting. Staff take the time to get to know the children well, which ensures all children's individual needs are being met effectively. Staff consistently engage with children at their level offering good challenge and support which results in highly successful learning. Staff are enthusiastic and keen to develop their practice and promote outcomes for all children. They are committed to continuous improvement and have a wide range of systems in place to evaluate the provision they provide.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further develop outside area to provide children with opportunities to explore and investigate the natural world.
- continue to develop links with partners and parents to enhance children's welfare, learning and development.

## **The leadership and management of the early years provision**

Staff work well as a team to promote outcomes for children. A wide range of policies and procedures are in place for the safe and efficient management of the setting. Records are maintained, for example, daily attendance, admin of medication and recording of accidents and parents are informed of entry to help protect children's welfare. Staff have a very good understanding of the Early Years Foundation Stage (EYFS) requirements, which enables them to meet the needs of all children.

Staff are proactive in developing the setting and attend regular training to keep them up to date with current requirements and information. A wide range of systems are in place to evaluate the provision provided and actions plans clearly highlight areas for improvement. Children, parents and other agencies are also involved in self-evaluation of the setting. This demonstrates staff's ability to develop the provision and promote outcomes for children effectively.

Partnership with parents and partners is good, and a wide range of information is collected from parents regarding children's care routines and information is shared with partners regarding children learning and development. However, information regarding children's starting points is not clear and systems for transition between settings has not been fully developed.

Staff have a good understanding of safeguarding children issues and all staff have attended training in this area. They are aware of policies and procedures in place and know who to contact with any concerns. The premises are safe and secure and children can not leave unattended.

## **The quality and standards of the early years provision**

Staff have a very good understanding of the EYFS learning and development requirements. Good systems are in place to observe and assess children's learning and development. Observations of children's development and interests are used to inform planning and ensure children progress towards the early learning goals. Planning covers the six areas of learning and a varied, interesting and challenging environment is provided by staff. Staff work with parents to ensure they meet children's individual needs and interests and staff link learning to home. For example, a parent had just bought a new chicken and rooster. Staff used this information to progress children's interest and a wide range of activities were developed linked to eggs, chickens and roosters.

Staff provide a good range of activities for children to be active. For example, they visit the local college to take part in activity sessions and qualified staff talk to them about the benefits of physical exercise. Staff have also developed the outdoor environment to provide children with a range of opportunities to develop their large physical skills, such as assault courses, balancing equipment and space for children to move freely. However, opportunities in the outdoor environment for the children to investigate the natural world is restricted.

Toddlers enjoy pretending to be fire-fighters and have great fun using garden hose to put out 'fires' around the room. This helps to develop their imagination and promote their awareness of fire safety. Pre-school children display high levels of involvement in activities and persist for extended periods of time at activities they have chosen. For example, children enjoy playing in the water play using jugs and containers to transfer water, confidently talking about 'full and empty' and 'big and small', helping to develop their problem solving, reasoning and numeracy skills. Babies have access to a range of heuristic play resources giving them opportunities to explore and investigate safely. They are eager to hide in the 'den' and keen to join in with a variety of mark making activities.

Staff use daily routines to develop children's understanding of good hygiene practices. Fresh drinking water is available throughout the day, which, helps to keep children hydrated. Staff work closely with the collage meals service to ensure children receive a balanced and varied diet, which meets their individual dietary requirements.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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