

# Sure Steps Day Nursery

Inspection report for early years provision

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**Unique reference number** EY331137  
**Inspection date** 02/11/2009  
**Inspector** Sharon Verma

**Setting address** 11 Green Lane, Mossley Hill, Liverpool, L18 6HA

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Sure Steps Day Nursery was registered in 2006 and is managed by a private provider. It operates from four rooms in a large converted house in Allerton, a suburb of Liverpool. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend at any one time. There are currently 63 children aged from birth to under eight years on roll, of these, 20 children receive funding for nursery education.

The nursery is open each weekday from 8.00am to 5.45pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language.

There are 15 members of staff, 14 of whom hold appropriate early years qualifications, 13 of whom to National Vocational Qualification (NVQ) Level 3. Two members of staff hold NVQ to Level 4 and the manager, a qualified teacher, has recently achieved Early Years Professional Status. Five members of staff are working towards a Level 4 qualification and another is enrolled on an Early Years Foundation Degree. The nursery is a member of the National Day Nurseries Association and receives support from the local authority. It has recently been awarded a capital funding grant by the local authority to enhance the nursery provision.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well cared for by a dedicated staff team. The nursery is committed to inclusive practice; it has effective partnerships with parents and others, ensuring all children are included and their needs met. Staff have a good knowledge and understanding of the Early Years Foundation Stage which enables them to support children's learning and development, however, the opportunities for parents to contribute to children's ongoing development are limited. The nursery regularly evaluates and reflects on its practice to bring about improvements. There is a comprehensive set of policies and procedures with some minor omissions in the risk assessments, and a weakness in the storage of some first aid boxes.

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

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

- ensure children's safety by making sure the first aid box located on the first floor is appropriately sited and all risk assessments are dated
- further involve parents in their children's learning and development, by

providing regular opportunities to contribute to the ongoing observation and assessment process.

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

A highly effective safeguarding policy and staff's understanding of safeguarding issues mean children are very well protected from harm. All staff have attended safeguarding training and are fully aware of the action needed to protect children. Children's safety is maintained through daily checks carried out by staff and detailed risk assessment procedures; although, occasionally dates are omitted from these, and at present the first aid box in the first floor bathroom is not appropriately sited. Staff suitability is monitored through robust recruitment and employment procedures. They are committed to continuing their own professional development and attend relevant training courses to improve their knowledge and practice. In-house training is organised for staff and time given for them to attend courses provided by the local authority. The nursery also has a culture of sharing good practice. During team meetings staff pass on knowledge and tips from the training courses they have attended. Management reflect critically on the nursery's strengths and weaknesses and complete Ofsted's self-evaluation documents to clearly identify key areas for improvement. For example, they wanted to improve the outdoor provision for children. To achieve this they sent staff on training, sought advice from a teacher advisor and acquired new outdoor equipment. As a result, they now provide an exciting and challenging outdoor environment for children. The nursery's commitment to ongoing improvement means that all issues from the previous inspection have been met, improving upon the outcomes for children.

Positive partnerships are established with parents and children through good arrangements for settling in and when children move through the nursery. This helps children feel they belong and ensures their individual needs are met. During the inspection parents commented on the personal touch they feel is present in the way staff deal with the children and families who attend and the feeling of community within the nursery. Parents are provided with a range of policies and procedures when their child joins the nursery, which they have recently been involved in reviewing. They contribute to staff's assessment of children's starting points and are kept informed about their child through daily diaries, verbal updates, newsletters and parent evenings. There are some opportunities for parents to contribute to children's ongoing learning, however, key workers do not involve parents regularly or closely enough in the ongoing observation and assessment process. Highly effective links with others who provide the EYFS are established and help staff to maintain consistency in children's learning and with the child's transition to school.

Inclusive practice is promoted well at the nursery. Children's differences are valued and celebrated and they are encouraged to share these with other children and staff at the nursery. This enhances children's self-esteem and enriches the learning environment for all the children. Children with additional needs have their needs met through individual play plans drawn up by the Special Educational Needs Co-

ordinator and key worker in consultation with the parents. The playgroup deploys resources well. It offers continuous provision indoors and outside. All resources are easily accessible, which enables children to make choices, develop confidence and become active learners.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good grasp of the EYFS and make assessments of children when they first join the nursery. They make regular observations to monitor children's progress towards the early learning goals and use up-to-date knowledge to plan for the next stages in children's learning and development, following their interests wherever possible. This ensures that activities both engage children and are pitched at the correct level to maximise their learning. Those children who speak English as an additional language are well supported as they learn. Staff liaise well with parents and learn some key words so they can communicate effectively. Resources provided help children to use their home language in their play and learning and encourage children to value similarities and differences in different cultures.

Children have good relationships with staff and are confident learners. They are challenged to extend their thinking and develop their learning in a variety of interesting ways. For example, children learn about the cycle of living things as they plant, grow and harvest their own vegetables and learn about sustainability through composting waste and making trips to the recycling bins nearby. They develop their knowledge and understanding of the world by searching for snails, spiders and cobwebs in the garden and through visitors to the nursery, such as Zoo Lab, who bring in different insects and snakes for children to handle and learn about. Children develop skills for the future as they confidently use the computers in the media area and print out their work to display and take home. Children's numeracy skills are promoted regularly throughout the day through numbers songs, such as 'Five Little Speckled Frogs' and by staff giving children responsibility for counting as part of the everyday routine, for example children count the number of children present before they go outside to play. The outdoor provision is excellent and provides for all areas of children's learning. All-in-one suits and wellingtons mean that children can enjoy outdoor play whatever the weather. They have great fun splashing in puddles after a rainy spell and use a variety of equipment, such as hoses, buckets, plastic guttering and pipes, to experiment with water and its movement. They develop their physical and number skills while enjoying games, such as throwing a large dice to find out which number square to jump on and then jumping the required number of times. They also love to make dens using the large selection of crates and tarpaulin provided as well as playing on a variety of ride-on toys. Babies' and younger children's development is promoted through a wide variety of sensory experiences as they investigate play dough, shaving foam, paint, sand, water and cooked spaghetti. Good quality interaction and well organised routines help them to become secure and confident in the nursery. They have their emotional needs met well as they are nursed when tired and held whilst being bottle-fed.

Staff provide positive role models for children which helps them to develop good habits and behaviour. All children are encouraged in good hygiene practices for example, hand washing regularly before meals and after toileting. Older children show good levels of independence, and staff encourage them to take on small roles of responsibility, such as lunch time monitors who help set the table for lunch. Older children are encouraged to serve their own food and they help tidy up when everyone has finished. Children are provided with a healthy balanced diet, prepared on the premises each day. They have access to water throughout the day and healthy snacks in between meals. Staff teach children how to stay safe through regular fire evacuations, discussions about road safety when out in the local community and through the involvement of the community safety officer.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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