

Stepping Stones (Broom) Ltd

Inspection report for early years provision

Unique reference number EY396797
Inspection date 17/12/2009
Inspector Mary Anne Henderson

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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

Stepping Stones (Broom) registered in 2009 and operates from a single storey building in the centre of Hanley, Stoke-on-Trent. There is an enclosed outdoor play area adjacent. The nursery is open each weekday from 7.30am until 6.00pm all year round.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 112 children from babies to under eight years old may attend the nursery at any one time. There are currently 65 children from babies to under five years old on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs twelve members of staff. Of these, ten hold appropriate early years qualifications and two members of staff are working towards an early years qualification. The setting receives support from the local authority. They are members of the National Day Nurseries Association (NDNA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff strive to foster positive relationships with the parents/carers and the children. They also liaise with other providers of the Early Years Foundation Stage (EYFS) to promote inclusion for all children. Indoor and outdoor areas provide a range of opportunities to extend children's learning across all areas of their development. Systems in place to evaluate the setting are effective and include ongoing input from the management, staff, parents and their children. However, the risk assessment systems with regard to minimising the risk of infection are not always fully effective at all times. The capacity to make further improvement is strong.

What steps need to be taken to improve provision further?

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

- review the risk assessment to include hygiene and minimising the risk of cross-infection, with regards to hand washing procedures
- extend activities and resources to help children become aware of, explore and question special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. Staff are warm and caring towards the children and they are knowledgeable and work hard to ensure good

outcomes for all children on roll. They also liaise closely with other providers of the Early Years Foundation Stage (EYFS) which ensures inclusion for all children on roll. The risk assessment procedures are good and include all outings involving the children which keeps them safe. However, the risk assessment systems do not always fully identify all risks to children's health with regard to cross-infection, for example washing children's hands after nappy changing. The children are effectively safeguarded and protected because all staff have a good understanding of the procedures to be followed. All staff are suitably checked and vetted.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they liaise closely with parents and other professionals to ensure children's needs are fully identified and met. They also foster equality of opportunity ensuring all children are fully included at all times. The systems in place to self-evaluate ensures input from the management, staff, parents and their children. The nursery's capacity to make further improvement on an ongoing basis is very strong. Embedding ambition is a key focus of the management to ensure continually good outcomes for all children on roll.

Engagement with parents is good. The parents have free access to their child's learning and development files at all times which provides parents with ongoing information about their child's developmental progression. Daily verbal and written exchanges of information between the parents and the child's key worker ensures children's needs are fully met. The parents have free access to the policies of the setting at all times.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy walks to the local forest park where they use the large wooden park equipment to extend their physical development and they notice the local wildlife, take photographs of what they see and talk about their findings with their peers back at the nursery. They also enjoy taking picnics with them and running around on the grass. The children are beginning to explore technology pushing buttons on battery operated toys and watching the lights flash. They also chat on play phones and use the tills during imaginary play times. Children say and use numbers in familiar contexts and they count and recognise numbers. For example older children enjoy singing counting rhymes and they count the girls and boys at the snack table. They also enjoy building with construction resources and they use puzzles to extend their problem solving skills.

Children explore colour, texture, shape and form in two and three dimensions. All ages enjoy messy play including moulding the dough with a range of tools and gluing and sticking glitter on to their Christmas cards and calendars. The children explore volume and concepts of empty and fill as they freely use the sand and water activities which are set out in their rooms to foster their independent learning. They also enjoy having visitors such as the music man who plays instruments and sings with the children. Other visitors include the library lady that

visits the children and reads them stories.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. The older children independently wash their hands after visiting the toilet and before they eat. All children are provided with a home cooked meal each day which includes meat and fish and fresh vegetables. They also enjoy a range of fruit for snack times. Children are beginning to move with control and use a range of equipment to develop their physical skills. For example, all children from babies to older children enjoy regular use of the outdoor play area. Here, they use a range of equipment to practise their climb and balance skills, ride trikes and run around in the fresh air with their peers. The children are beginning to learn about the importance of keeping themselves safe as they explore road safety through discussions and through outings with the staff. Children's understanding of safety is further fostered through regular fire evacuation practise. Older children show they feel safe within the setting as they ask questions and seek support from their key workers when they need it. They smile at each other, make gestures and have a high regard for their peers and their carers. Babies confidence is also growing. They have a good sense of feeling safe as they smile, babble and have fun. They are held by their key workers if they become upset to foster their sense of feeling safe. Children are developing their use of tools as they use paintbrushes, crayons and dough tools to promote their manipulative skills. Children's art work is displayed for them around their rooms which fosters their sense of belonging very well.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They explore a range of festivals through arts and crafts. For example they make lanterns and talk about the festival of light during Ramadan and they eat a range of foods reflecting various cultures. They also play with a range of toys and resources that depict positive images of diversity such as dolls and small world people. However, activities and resources to reflect positive images of disabled people are more limited, thereby possibly compromising this area of their learning.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	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