

# Positive Steps Day Nursery and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY283818
<b>Inspection date</b>	02/06/2010
<b>Inspector</b>	Karen Louise Prager
<b>Setting address</b>	Home Farm, Church Street, Shellingford, Faringdon, Oxfordshire, SN7 7QA
<b>Telephone number</b>	01367 718888
<b>Email</b>	homefarm@positivestepsnurseries.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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**

Positive Steps Day Nursery and Pre-School in Shellingford, Faringdon, is one of five nurseries run by Positive Steps Children's Day Nurseries Ltd. It opened in 2004 and operates from a purpose-built, single storey building in the village of Shellingford near Faringdon. Children attend from the local area.

The nursery is registered on the Early Years Register to care for 55 children in the early years age group at any one time and is currently caring for 75 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 in the later years age range on roll. The nursery is open each weekday from 7.45am until 6:00pm for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area.

The nursery employs 15 staff, of whom nine hold relevant qualifications and six are working towards a relevant qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in this nursery. Individual learning and development needs and interests are well met and children make good progress. Children's welfare is effectively supported through well organised systems. Staff work well together and form positive relationships with parents to support children's well-being in the nursery. The staff team demonstrate a strong desire to provide high quality childcare and effective systems are in place to monitor and move the provision forward. This ensures positive outcomes for children are promoted.

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

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

- improve access between the indoor and outdoor environment so that children can move more freely between them
- use the information known about each child to plan relevant and motivating learning experiences so that children have increased opportunities to be challenged and motivated in their activities

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

Children are protected well because staff have a secure understanding of safeguarding procedures and know the necessary procedures to take to protect children in their care. Risk assessments are in place for the premises and outings

undertaken. The whole staff team is involved in assessing these risks thus ensuring that everyone is aware of how to reduce hazards. A comprehensive range of policies and procedures is in place and these are regularly updated and readily available to staff and parents. There has been a large number of staff changes over the past year. The staff team demonstrate good team work and a strong drive to improve the provision for children. Self-evaluation is rigorous. Parents and children are regularly invited to offer their views and suggestions to improve the provision. A carefully thought-out development plan is in place and actions taken have a positive impact on the nursery and outcomes for children. Staff are well supported by managers and as a consequence morale is high. There is a sufficient number of qualified staff and staff are actively supported in gaining additional qualifications. Staff liaise effectively with external agencies and receive additional training to ensure the individual needs of all children are successfully met.

The nursery premises are bright and welcoming with the walls covered in displays and examples of children's artwork. Resources are easily accessible to encourage children to explore. There is a large, fully enclosed outside play space. However, opportunities for children to make choices about learning inside or outside are limited because the access to the outside is not available to children at all times. Occasional visits are carried out within the local environment.

The partnership with parents is very positive and ensures that each child's key person develops a thorough understanding of their welfare and learning needs. A daily record of children's welfare, including sleeping and eating experience at the nursery, is kept and available to parents for information or to offer their own comment. Staff welcome and value input from parents and others who care for children and they openly invite parents to contribute to identifying children's next steps in learning and the planning of activities. Parents give very positive feedback about the nursery and feel that the friendly staff team is a core strength.

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

Children settle well and become secure and confident within the nursery. An effective key person system is in place and staff work together well to ensure that children are cared for by those familiar to them. The staff team clearly know the children well and they have a good understanding of how children progress. Individual key carers know where the children are in relation to their developmental progress. There are individual profiles in place for all children which include observations and assessments. However the recording system for these observations and assessments is complicated, as is the system for planning. As a result staff are not fully competent in completing these records and the planning of activities is not always appropriately challenging and motivating for all children.

A good range of activities is available to children. The youngest babies explore the feel of baked beans together and older babies create collages made from a range of textures including feathers and pipe cleaners to be displayed in their room. Children in the toddler room toddler become engrossed with the feel of the play dough. Staff support children well as they play. Toddlers exclaim in delight as they

discover objects hidden in the sand and staff successfully recognise this and support children in naming what they have discovered. Staff in the pre-school room use children's interest in the local farm to develop an interactive wall display with the children. Children play with the cut-out animals they have made and stick material to create a barn. The outdoor area provides opportunities for children to grow vegetables, skilfully negotiate others using a range wheeled toys, and climb on the built-in climbing frame.

Children's welfare is well supported and promoted. Children enjoy a range of nutritious meals, cooked on the premises. Staff liaise with parents to ensure that the food is suitable for their needs. Good hygiene procedures are followed. The premises and equipment are kept clean. Children become confident in following hygienic practices, such as using the soap dispenser when washing their hands. Children are taught to keep themselves and other safe and to care for the environment. For example, they assist in tidying toys away when they have finished using them. Children's behaviour is well managed as are gently helped to be considerate of others and as a consequence, children's behaviour is very good. Staff are effectively enabling children to acquire good habits as active, inquisitive learners. Children are beginning to understand the wider world through activities associated with a range of different festivals and are well prepared for the future.

## 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	1
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

<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