



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 256827

DfES Number: 581085

### INSPECTION DETAILS

Inspection Date 19/10/2004  
Inspector Name Carly Louise Mooney

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Stepping Stones Day Nursery (Dogsthorpe)  
Setting Address Stepping Stones Nursery (Dogsthorpe)  
The Manor, 10 Welland Road, Dogsthorpe  
Peterborough  
Cambridgeshire  
PE1 3SF

### REGISTERED PROVIDER DETAILS

Name Mrs Janet Baker

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Stepping Stones Day Nursery is one of three privately owned nurseries. It opened in 2000 in it's present building having moved location and operates from six rooms in a converted house.

It is situated in Dogsthorpe, a suburb of Peterborough. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:45 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from birth to under 5 years on roll. Of these 11 receive funding for nursery education. Children come from a wide catchment area as most parents travel to work in and around Peterborough. The nursery currently supports a small number of children with special educational needs.

The nursery employs 17 staff . Thirteen staff, including a manager hold appropriate early years qualifications. Two staff are working towards a qualification.

### How good is the Day Care?

Stepping Stones Day Nursery provides good care for children.

Staff know all the children attending the nursery very well and have established a relaxing environment in which children can express themselves freely with confidence. Staff plan and provide a variety of stimulating and interesting activities throughout the whole nursery, which often enables children to extend and learn new skills through unfamiliar experiences.

Good hygiene routines are maintained throughout and children are cared for by staff who are safety conscious. They ensure that regular risk assessments of the premises and equipment provide children with opportunities to play with minimum risk to their safety. All meals are healthy and nutritious and meal times are used positively as a social gathering for children and staff. Careful consideration is given

to food preparation due to children attending with severe food allergies. Children behave well and staff give clear praise and encouragement to build children's self esteem.

There is a good range and amount of equipment both inside and outside which is used effectively to maintain children's interest and support their learning. This includes resources which reflect equal opportunity principles. There are good opportunities for children to self select and play independently. All children receive individual attention by caring staff who ensure their needs are met.

Staff work in close partnership with parents and carers and provide useful information and opportunities for parents to be involved in their child's learning. All documentation is well maintained.

#### **What has improved since the last inspection?**

At the transitional inspection staff were asked to ensure that a broken window in the dining room was made safe and that ACPC procedures were obtained and implemented.

The ACPC documentation has now been obtained and the window fixed.

#### **What is being done well?**

- Staff's knowledge of the children attending the nursery and the relaxing environment they have created to enable children's confidence to grow.
- Staff's planning of stimulating and interesting activities throughout the whole nursery, which often enables children to extend and learn new skills through unfamiliar experiences.
- All meals are healthy and nutritious and meal times are used positively as a social gathering for children and staff. Careful consideration is given to food preparation due to children attending with severe food allergies.
- The close partnership with parents and carers and the opportunities for parents to be involved in their child's learning.

#### **What needs to be improved?**

- There are no specific areas for improvement, although it is recommended that staff involved in directly cooking for the children have obtained their basic food hygiene certificate.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no previous complaints against this provider.

<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The nursery education at Stepping Stones Day Nursery is of a high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a sound understanding of the early learning goals and deliver the curriculum in varied and interesting ways that has a positive effect on children's attitudes towards learning. They organise activities effectively so that children have a broad choice and balance within the routine. Staff know children well and regularly assess children's progress and set realistic challenges to extend their individual learning. Staff interact well with the children and use positive questioning techniques to encourage children to think for themselves and develop high levels of self esteem. They have access to a good range of equipment which is used effectively and the outside area is used positively for physical activities.

The leadership and management of the nursery is very good. Staff work effectively together as a team and are clear in their roles and responsibilities as well as in the learning intention for the children. All staff participate in an effective appraisal system and have good opportunities to extend their knowledge through an ongoing training system. Staff are supported well in the day to day running of the pre-school by the two managers.

The partnership with parents and carers is very good. Staff have developed friendly, informal relationships with all parents and keep them well informed of their child's progress through daily discussions and records of achievements. Parents receive useful information about the provision and curriculum through policies, newsletters and wall displays. They are encouraged to be involved in their child's learning through topic work, theme days and home book bags. Parents are extremely complimentary and supportive of the setting and the education their child receives.

### What is being done well?

- Children's personal, social and emotional development is fostered well. Children are confident and have developed high levels of self esteem when participating in activities.
- Children have many opportunities to recognise and write their own name and link sounds to letters.
- Staff have a sound understanding of the early learning goals and plan and organise activities so that children have a broad choice and balance within the routine.
- An effective partnership with parents is promoted through clear written and verbal information.

**What needs to be improved?**

- all opportunities used to develop children's counting skills.

**What has improved since the last inspection?**

Since the last inspection the nursery has made very good progress in addressing the two key issues that were raised.

They have introduced record of achievement folders for each child in order to assess children's progress towards early learning goals and have made parents aware of them.

Staff now have regard for the Code of Practice. A Senco member of staff now implements the correct procedures to follow when special educational needs are identified. Advice is also sought from outside agencies.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to select and use activities and resources with independence and are confident to try new activities, initiate ideas and speak in familiar groups. They have formed close relationships with adults and others and behave very well. They work co-operatively together sharing and taking turns. Children's personal independence is developed well through activities such as preparing the tables for tea.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have many opportunities to recognise and write their own name whilst also being encouraged to link sounds to letters in activities. Children are able to write some letters correctly formed and their emergent writing skills are evident on wall displays, peg cards etc. They have very good opportunities to practice their mark making in a variety of ways. Children listen attentively to stories and are confident to join in. They handle books with care.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good individual support to help them count to 10 and beyond and to recognise shapes, colours and sizes. Their understanding of number is reinforced as they take part in activities such as parking cars in numbered car parking spaces or laying the table at tea time. Children develop an awareness of weight and capacity through pouring and filling containers of water and sand.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are highly motivated to explore the world around them through stimulating topics and visitors from the local community such as the police. They develop a clear sense of time and place through discussions during play and ring time. Children show they are able to operate simple technological equipment with confidence and they learn about cultures and beliefs of others through topic work and discussions.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's small hand and whole body movements are developed through effective use of equipment both inside and outside. They have good opportunities to practice a range of skills including balancing on tree stumps which they do with confidence and co-ordination. Children show that they can ride sit on toys with increasing skill and have developed good spatial awareness as they steer, adjust their speed and avoid obstacles. Health and bodily awareness is promoted well.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Opportunities are provided for children to explore sounds through a range of musical instruments and to develop an appreciation that music is fun. Children are very confident and enthusiastic to explore shape, colour and a range of unusual textures using a variety of materials. They use their imagination well and express their own thoughts and ideas in activities or in role play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- No key issues were identified at this inspection. There is one point of consideration which has been identified.
- Ensure all opportunities are used within the daily routine to develop children's counting skills.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*