



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256828

DfES Number: 580235

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Carly Louise Thrower

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Stepping Stones Day Nursery (Oakdale)
Setting Address The Bungalow
Oakdale Avenue, Stanground
PETERBOROUGH
Cambridgeshire
PE2 8TD

REGISTERED PROVIDER DETAILS

Name Ms 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 Oakdale is one of three operating in the city of Peterborough. It operates from a bungalow in the grounds of Oakdale Primary School, Stanground. Children attend from various parts of the city and beyond.

There are currently 17 children on roll. This includes 7 funded 3 year olds. Children attend for a variety of sessions. The setting does not currently support any children with special needs or those that speak English as an additional language.

The nursery is open five days a week through out the year. Opening times are from 08.00am to 17.30pm.

Four full time staff work directly with the children. All staff have early years qualifications to NVQ level 3.

The setting receives support from an Early years Pedagogical worker and local EYDCP childcare advisor.

How good is the Day Care?

Stepping Stones Day Nursery provides good care for children. Good use is made of staff, space and other resources so that children feel secure and confident in their environment. Staff provide well planned activities which allow children to make progress in all areas of their development. Learning is often extended by visiting people and places in the local environment. Most documentation is well maintained, however, some need reviewing and organised clearly for parents to view. Some accidents are not dated at each entry.

Children demonstrate a warm relationship with staff and enjoy their play. Staff are good role models and encourage children to learn about personal hygiene through everyday activities. Children are provided with a variety of healthy and nutritious meals and snacks which includes fresh fruit daily. Behaviour is good. Staff make effective use of praise and give clear explanations to help children learn right from

wrong. Children are given individual attention and their needs are met.

Staff provide a stimulating environment and offer a good range of toys and play equipment which maintains children's interest and supports their learning, this includes toys which reflect equal opportunity principles. Children are able to self select and play independently.

Positive, friendly informal relationships exist between all parents. They express their satisfaction at the care being offered.

What has improved since the last inspection?

At the transitional inspection staff were asked to ensure the premises were clean and well maintained, implement a child protection policy, develop an understanding of local child protection procedures and obtain contact details and keep a record of significant incidents.

A damp area in the under 3's room has now been treated and on the day of the inspection the premises were found to be clean and well maintained. Staff now keep an incident book for recording significant incidents and a child protection policy has now been put in place. Staff have a copy of local ACPC procedures which includes contact details, some staff will be attending the next available training for child protection in order to keep regularly updated of changes.

What is being done well?

- Good use is made of staff, space and other resources so that children feel secure and confident in their environment.
- Children make progress in all areas of their development through participating in a good balance and range of activities. Learning is often extended through outings in the local environment. Children demonstrate good relationships with staff and enjoy their play.
- Children throughout the nursery have access to a good range of toys and play equipment, which they are able to choose and play with independently.
- The nursery provides a good range of meals and snacks which are healthy and nutritious, including fresh fruit twice a day.
- Children's behaviour is very good. Staff demonstrate behaviour management techniques appropriate for their child's level of understanding. They give clear explanations to help children learn right from wrong.

What needs to be improved?

- a written procedure to be followed in the event of a child being lost
- organisation of documentation including policies and procedures for parents.
- date recorded after each entry in bumps and bruises accident book.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Include procedures to be followed in the event of children being lost in the settings policies.
14	Ensure policies and procedures are organised for parents to view clearly.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Stepping Stones Day Nursery is good. It enables children to make very good progress in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a secure knowledge of most early learning goals in the six areas of learning, shown through the planned activities and effective questioning of children. Activities are often extended and adapted to accommodate children's ideas and experiences. Clear observations of children and detailed evaluations of planning allow staff to demonstrate clearly how they move children on to the next step. However, weekly sessional plans do not include vocabulary to be used during activities.

The leadership and management of the nursery is generally good. All staff work successfully together as a team and are clear in their roles and responsibilities and in the learning intentions for the children. Students are given clear guidelines and encouraged to be actively involved. Weekly meetings allow all staff to be directly involved in planning for the setting. Staffs thoughts and ideas are highly valued by the pre-school leader. However, no formal appraisal system in place limit's staff's ability to discuss their professional development.

The partnership with parent's and carers is generally good. Staff have developed very good relationships with all their parents and value highly the knowledge they share about their child. Parents are kept updated informally of their child's progress through regular discussions with staff and viewing of their personal folders, which includes their items of work and record of achievements. However, the parent's handbook does not include sufficient information regarding the foundation stage curriculum.

What is being done well?

- Children's developing confidence and high self esteem. They work well independently and show high levels of concentration.
- Children are confident speakers and interact well in conversation with adults and others.
- Children's enthusiasm to explore and investigate new objects and materials in their environment which is further extended by trips in the local community.
- Staff's knowledge and understanding of the early learning goals.
- Staff's clear understanding of their roles and responsibilities within the setting.

What needs to be improved?

- opportunities for children to develop skills in simple calculation
- focused sessional planning for physical development
- opportunities for children to express their own ideas through art and for work to be less adult led.
- planning to include vocabulary to be used
- information on the foundation stage curriculum in the parent's handbook
- a formal appraisal system.

What has improved since the last inspection?

Stepping Stones Day Nursery has made very good progress since the last inspection. The previous key issues were to provide more detail in the plans linked to the early learning goals, integrate the assessment and planning procedures into a more manageable system and acquire better questioning techniques to encourage children to think.

Staff now provide detailed long, medium and short term plans including an outdoor plan, clearly linked to the early learning goals and demonstrate a clear understanding through their questioning of children during activities. During planned sessional activities staff now observe children's learning and evaluate the activity, clearly showing how children will be moved on to the next step in future activities and what they have already achieved. Children now have record of achievements linked to the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have high self esteem. They work well independently and show high levels of concentration when completing tasks such as a simple computer program. Children are sensitive to others needs and work co-operatively together learning to share and take turns. They are aware of what is right, what is wrong and the need for rules. They enthusiastically choose to participate in activities. They express their feelings and are beginning to value the beliefs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident 'writers'. They attempt writing for a purpose in meaningful activities such as role play e.g. making appointments at the hairdressers. Children hear initial sounds in letters and are able to recognise and write letters of their name. They are confident speakers and interact well in conversation with adults and others. Children enjoy looking at books and handle them with care. They are responsive when listening to stories and eagerly anticipate what might happen next.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show that they are developing a clear understanding of concepts such as big and little e.g. different sized pegs at pegboard table and are successfully able to compare shape, colour and sizes. Children are able to confidently count from 1 -10 and are beginning to recognise some numbers from 1-9. However, there are missed opportunities for children to develop their skills in simple calculation such as one more, one less etc during routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children successfully show that they know how to operate simple ICT equipment and are able to complete a computer program with ease. Children are enthusiastic to explore and investigate new objects and materials in their environment and their learning is further extended by meaningful outings such as to the local hospital and shopping centre. Children have developed a good sense of time and place and can easily recall past events in their life.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children successfully use a range of equipment and confidently handle a variety of tools such as pencils and cutlery. They pick up objects such as pegs with control and purpose. Children are beginning to develop an understanding of health and bodily awareness such as hand washing before meal times, covering coughs etc. However, large physical play is not often planned for in the weekly sessional plans.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children confidently explore shape colour and texture through a range of activities. They are enthusiastic about singing and use musical instruments well to tap out rhythms to songs. Children use their imagination well in role play situations provided for them such as the hairdressers. However, children are restricted in using their creative skills to express their own ideas in some art sessions.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- develop planning to include vocabulary to be used in focused activities and to plan opportunities for children to develop their skills in simple calculation.
- develop a formal appraisal system for staff.
- improve the provision for creative development to include regular opportunities for children to express their own ideas through art and to have less adult input.

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.