



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148626

DfES Number: 514293

### INSPECTION DETAILS

Inspection Date 22/03/2004  
Inspector Name Maggie Ferris

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Stepping Stones Day Nursery  
Setting Address 152 Nine Mile Ride  
Finchampstead  
Wokingham  
Berkshire  
RG40 4JA

### REGISTERED PROVIDER DETAILS

Name Kingsclere Nurseries Ltd 3092545

### ORGANISATION DETAILS

Name Kingsclere Nurseries Ltd  
Address Kingsclere, Forest Road  
Wokingham  
Berkshire  
RG40 5SA

## 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 opened in 1989 and are part of the Kingsclere group of nurseries. They operate from a converted residential building in Finchampstead and serve the local and wider area.

There are currently 48 children from 0 - 5 years on roll. This includes 5 funded 3 year olds and 9 funded four year olds. The setting is able to support children with special educational needs and children who speak English as an additional language.

The nursery is open from 08:00 to 18:00, Monday to Friday, 51 weeks a year. 14 members of staff work with the children. 7 members of staff have early years qualifications to level 2 or 3 and 7 members of staff are currently working towards a recognised early years qualification. The setting receives support from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

Stepping Stones Day Nursery provides good care for children. The premises provide a warm and welcoming environment for the children and their parents. They are well maintained and secure.

The staff team work well together and demonstrate a commitment to ongoing training and development. They have a good understanding of child protection, special needs and equal opportunities issues. All of the required documentation is in place however staff need to ensure that daily registers are maintained up to date throughout the day. Safety is given a high priority within the nursery, staff understand and follow the safety guidelines and routines. Hygienic routines are followed by both staff and children. Good attention is given to children's individual routines and needs including children's individual dietary needs.

There is a large range of good quality toys and equipment, appropriate to the children's age/stage of development in all areas of the nursery however attention

needs to be given to the condition and amount of some resources which whilst remaining safe are frustrating for children when they cannot play satisfactorily. Toys and equipment are easily accessible to all children, being stored on open shelving. The staff spend time talking and listening to the children, helping them to learn. They know the children well. Staff manage children's behaviour well, they use positive strategies and praise and encourage children's efforts. The children are happy and well behaved.

Staff have a good relationship with the parents, they regularly exchange information about children and their progress through notice boards, newsletters, informal discussion, daily activity sheets, written reports and more formal parent evenings.

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

n/a

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

- Provision for all children is very good. Staff give attention to meeting children's individual needs for eating and sleeping and to exchanging information with parents.
- There are comprehensive policy documents and operating procedures which all staff follow, safety is given a high priority.
- There is a large range of good quality toys and equipment throughout the nursery. These are regularly cleaned and checked for safety. Toys and equipment in all areas are stored on open shelving which is easily accessible to the children.
- The staff spend time talking and listening to the children, helping them to play and learn. They praise and encourage children's efforts and manage their behaviour positively.
- Staff work well together as a team. They are committed to ongoing training and development and to the improvement of the nursery provision.

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

- resources to ensure that: they are in sufficient quantity for the number of children (dough), children can play satisfactorily with them ( Brio track);
- documentation to ensure that room registers are maintained throughout the day.

#### **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
5	ensure that sufficient equipment is available to meet the need of children for example sufficient dough for the number of children participating in the activity.
14	ensure that all records relating to day care is maintained up to date at all times.

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

### How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards Communication, Language and Literacy, Mathematics and Knowledge and Understanding of the World and very good progress towards all other early learning goals.

Teaching is generally good. Children are confident, happy and secure, eager to participate in activities. Staff's knowledge of the early learning goals is generally good. More effective planning would lead to consistent teaching among staff, especially when new staff are working in the nursery. There are insufficient opportunities for children to develop skills in calculation. Staff management of children's behaviour is very good and the children are well behaved.

An assessment system is used to check and record children's progress towards the early learning goals. Systems are in place to support children with special needs and English as an additional language.

Leadership and management are very good. A strong staff team is in place, who provide a stimulating environment where children learn through a wide range of activities. Partnership with parents and carers is good and contributes well to the children's learning. Parents are informed about the activities and routines via a range of media. They have informal opportunities to discuss the progress of their child and receive a regular written report on their child's progress.

### What is being done well?

- Management support staff well and staff are committed to ongoing training to improve the provision for nursery education.
- Children are happy and secure, confident in their interaction with staff and can express themselves well.
- Staff interact well with children offering praise and encouragement. They are aware of the individual needs of the children and their progress. All staff monitor the children during activities making noted of their progress for the development records. Staff extend the children's learning with effective questioning and support.
- The children enjoy a variety of creative opportunities and develop their skills in cutting, sticking, painting and drawing. The children's work is valued and displayed attractively.
- Children are confident speakers. They listen and respond to stories songs and adults instruction. They understand how books are used and that print is read from left to right.
- The children are confident to count and use numbers.

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

- opportunities for children to practice writing during everyday activities and for other purposes.
- opportunities to re-enforce and practice calculation through planned and everyday practical activities
- resources to ensure that they are presented in sufficient quantity or in a suitable state of repair to allow the children to use the resource satisfactorily.
- planning for individual activities to include sufficient detail to show what the children are to do, the intended learning outcomes, how more able and less able children will be provided for, how the staff will be deployed and the resources needed.
- staff knowledge and understanding of the Early Learning Goals and Stepping stones

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

At the last inspection there were four key issues for attention. Three of these have been fully addressed.

Children have easy independent access to a range of resources. The role play area is used more effectively by using themes. Props and artefacts to encourage children to create their own stories are available and children use these. Children have opportunities to explore their environment by going on walks and outings and using the nursery garden.

The mathematics programme remains an issue for attention as opportunities for problem solving and calculation remain limited.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident, happy and relaxed and enjoy attending the nursery. Children have good relationships with each other and adults. They are interested in activities and are motivated to learn. Children show independence skills, help tidy up and are developing an understanding of right and wrong.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and communicate well with each other and adults. Most children recognise the sounds of letters and their own names. Children listen and respond with enjoyment to stories. There are some opportunities to recognise familiar words and to write their own names however there is a lack of opportunity to use writing for a variety of purposes. Books are available to aid learning and props and puppets encourage children to re-tell favourite stories or create their own.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Rhymes and songs encourage children's number skills. Most children are able to count confidently to ten and recognise numerals. Children use mathematical language to discuss numbers and all children have opportunities to compare shapes in everyday activities. Opportunities are missed and planning does not effectively cover activities to re-enforce number and introduce children to basic calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk confidently about personal events within their lives. Themes and activities ensure that children are developing their knowledge about other cultures and traditions. Children are confident in their design and children have access to a range of construction materials. The children are confident in their use of the computer and other technology. The nursery garden, walks and outings offer children the opportunity to explore the environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

They are given the opportunity to handle tools and malleable materials although these are sometimes insufficient in quantity. Children are confident and capable when undertaking routine activities and show a good awareness of personal hygiene. Children have good co-ordination skills and understanding of space, they move with confidence and ease around the nursery building and whilst enjoying outdoor play.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express themselves freely through role play and are given opportunities to use their imagination in everyday activities including story telling. Displays show a wide range of mediums are used by children to explore colour and texture.. Children experience a good selection of resources and activities to explore a range of media for example paint, collage, sand, water.

**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**

- provide more opportunities for children to practice writing during everyday activities and for other purposes and to re-enforce mathematics and simple calculation.
- develop planning for individual activities to include sufficient detail to show what the children are to do, the intended learning outcomes, how more able and less able children will be provided for, how the staff will be deployed and the resources needed.
- develop staff knowledge and understanding of the Early Learning Goals and Stepping stones

*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.*