

Stepping Stones Day Nursery

Inspection report for early years provision

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Inspector Rebecca Hurst

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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*.

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Description of the setting

Stepping Stones Day Nursery is a privately owned nursery situated in a residential area in Brixton, in the London borough of Lambeth. It was registered in 2009 and operates from three rooms in a converted house. A fully enclosed play area is available for outdoor play. The nursery is open five days a week and operates from 7.30am to 6:30pm, 49 weeks of the year. The nursery is one of two settings owned by the same proprietor, with the other in Thornton Heath, Croydon. The setting is registered on the Early Years Register. A maximum of 32 children may attend the setting at any one time. There are currently 18 children on roll, some in part-time places. The nursery supports children who are learning English as an additional language. The nursery employs seven members of staff, including the manager, with the majority of staff holding a suitable early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled, because the staff create an environment, where children are supported in their care and learning. The nursery staff have a good capacity to maintain continuous improvement, as they address issues raised at previous inspections, attend training and evaluate the provision accurately, overall. All children are respected by the staff and their religious and cultural beliefs are taken into account when planning activities. Children's welfare is safeguarded well overall

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- written parental permission must be requested, at the time of the children's admission to the provision, to seek emergency medical treatment or advice 04/03/2011

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

- improve assessment systems by establishing children's developmental starting points when children first arrive in the nursery, in order to track their progress towards the early learning goals
- maintain children's good health through the provision of nutritious food appropriate to their needs, with particular reference to that for babies.

The effectiveness of leadership and management of the early years provision

The staff have a good working understanding of safeguarding and the nursery's safeguarding policy and procedure. Regular fire drills take place and are evaluated to ensure they all run smoothly and safely for the children. Risk assessments take place on a daily basis; sometimes fire doors are left propped open, which should be kept closed. All staff have up-to-date Criminal Records Bureau checks to check they are suitable to work with the children..

All resources are deployed well. For example, they arrangement allows the children to enhance their independence skills through self-selection. There is a suitable equal opportunities policy in place that staff follow. Children access a good range of resources and displays that promote diversity and equality. This supports the children in learning about different festivals and celebrations from around the world.

Staff maintain and enhance their knowledge and understanding of the Early Years Foundation Stage by attending ongoing training with the local early years support team. Staff use new knowledge effectively through providing exciting activities for them to aid their development and improve outcomes for them. The nursery works with parents to share information about the children. They discuss the children's developmental records with them. Staff arrange parents' evenings to share the information. This helps parents stay informed about what the children are doing within the nursery and how they are progressing. The manager evaluates the nursery with the staff. They take into account the parents' views, for example, by organising a parents' evening for them. The self-evaluation process is effective as it highlight the nursery's strengths and areas that require improvement, which are being worked on.

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

Children are happy and settled at the nursery, were they are cared for by caring and nurturing staff. Staff support the children in their learning and development as they sit with them during the activities and are at hand to offer support and guidance. This builds the children's self-esteem and their confidence as the staff guide them to progress with their development. Staff undertake clear observations on children which are used to inform planning for individual children. The observations are then used to track their progress to ensure they are progressing well for their age and stages of ability.

Although the parents complete an informative 'All about me booklet' when children first start at the nursery, the staff do not establish the children's developmental starting points. It is not clear what progress the children have made from when they first started at the nursery, to share with parents. Children play in a clean nursery, and are taught the importance of good hygiene procedures. More capable

children know they wash their hands washed before any meals or snacks are served. Meals and snacks are freshly prepared. However, the consistency of the food in the baby does not fully meet their needs. Babies are given puree fruits for snack time, but are given solid food at meal times.

Children have daily access to the garden, so benefit from regular fresh air and exercise. Staff teach the children the importance of moving between the rooms and garden safely whilst they use the stairs and the doors. Children's use the outdoor equipment daily, which helps them develop their physical skills. During morning circle time all children join in singing their favourite songs, including the actions.. Children enjoy exploring play dough. Staff question children to encourage them to think about they are doing.

Children develop their problem solving and numeracy skills, as well as those for literacy. They count the number of beads in front of them, and can pick out all of the green beads to match the colour of the pocket they have been asked to count the beads into, when asked to do so. Staff are consistent in their care of the children and how they approach behaviour management within the nursery. Consequently, given the children's ages and stages of development, they are well behaved.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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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