

Positive Steps Day Nursery

Inspection report for early years provision

Unique reference number EY243905
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Inspector Sheena Bankier

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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*.

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 Nursery is privately owned by The Positive Steps Children's Day Nursery Limited. The company operate a total of six nurseries. This nursery opened in 2003 and operates from five rooms in St Joseph's Centre, situated close to Maidenhead town centre. The nursery is accessible at street level and part of the accommodation for children is on the first floor. The nursery is open for 51 weeks of the year, Monday to Friday from 7.30am to 6.15pm. Children can attend for a variety of sessions, including full days and morning or afternoon sessions from 7.30am to 1.00pm, 1.00pm to 6.00pm and full day 8.45am to 3.30pm. Term time only nursery education funded sessions are also available from 8.45am to 11.45am or 1.00pm to 4.00pm. There is an enclosed garden for outside play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for up to 90 children up to the age of eight year, with no more than 60 of these being aged under three years at any one time. There are currently 88 children on roll in the Early Years age group who attend various sessions. The nursery welcomes children with special educational needs and/or disabilities, and supports children who speak English as an additional language.

There are 15 members of staff, 13 of who hold recognised Early Years qualifications. The deputy manager has completed a foundation degree in Early Years and is currently working towards Early Years Professional Status. Three staff are currently working towards early years qualifications or to further the qualifications already held. Additional staff employed at the setting include a cook and a cleaner.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children appear happy and settled at the nursery. Varied activities and cycles of continuous observation and planning effectively support children's learning and development. Practices and procedures are mainly effective to promote children's wellbeing and progress. Successful self-evaluation leads to sustained ongoing improvements. Strong partnerships with parents and others result in consistency and continuity in all the children's care and learning.

What steps need to be taken to improve provision further?

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

- consider additional hand cleansing in the outdoor area to further promote children's good health

- consider how maths is talked about and used in everyday situations to promote children's further understanding.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their responsibilities to safeguard children. They have an effective knowledge of safeguarding issues, including the procedures to follow in the event of a concern about a child in their care. Daily checks and risk assessments further promote children's safety. Regular practises of, and discussions about, the evacuation procedure actively raise children's awareness of safety. It also enables staff and children to become confident in the procedure to follow in an emergency. Hygiene procedures are mostly very good. In the garden staff regularly use tissues to clean the younger children's runny noses. Currently there are no hand cleansing facilities in the garden to reduce the potential of bacteria being transmitted. Staff wear gloves and aprons when changing nappies to avoid cross infection. Staff undertake regular cleaning routines to actively maintain a clean environment for children.

The manager of the nursery initiates and implements improvements that benefit children, parents and staff. Regular in-house and outside training increases staff member's professional development. This enables staff to review and reflect on their practice effectively. Staff communicate and work well as a team and are led by a motivating manager. Good self-evaluation clearly identifies the strengths of the nursery. The nursery identifies well-chosen improvements that they effectively plan for, with realistic timescales and reviews. This results in sustained and strong continuous improvement to the setting. Children, parents and staff all contribute to the successful evaluation of the nursery, for example, through an 'open door' policy, with additional discussions and questionnaires. Good information is available to parents includes newsletters, notice boards and a website. Parents receive effective feedback about their children's day and their progress both formally and informally, such as, daily exchanges of information and regular parents evenings.

Children benefit from a good range of resources. Resources are stored in low-level units with pictures and labels to assist children in selecting toys and equipment independently. The nursery makes good use of local facilities, for example, visits to the local park and leisure centre. The nursery values the individuality of children and families. They celebrate a wide range of festivals, many of which reflect the backgrounds of the families of the nursery. Meaningful resources promote diversity throughout the nursery. The nursery implements individual play plans to support children with special educational needs. They work closely with parents and others involved in children's care and learning to provide a consistent approach.

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

The children develop good relationships with both staff and other children. Effective transitional arrangements support children successfully as they change room or start at the nursery. As a result, children settle with ease and develop a good sense of security, enabling them to feel safe. Children benefit from a bright welcoming environment. Photographs of the children and labelled artwork are on display, and there are named pegs, trays and boxes for their belongings. This promotes a strong sense of belonging and personal identity. Staff underpin children's understanding of safety, for example, gentle reminders support younger children effectively and older children benefit from positive rules, such as, 'we walk indoors'.

Staff are involved in play and activities to support children effectively. A broad range of activities, outings and play experiences occupy children well. Children demonstrate enthusiasm and interest in the activities on offer. Effective observation and planning systems enable staff to identify children's achievements and plan for their future progress. As a result, children develop good skills for the future. Children's good progress towards the Early Learning goals is carefully tracked and monitored. Parents are able to review and contribute to children's records regularly. This underpins a consistent approach in supporting children's progress.

Words in English and in other languages are on display promoting children's understanding of print carrying meaning, and of diversity within their community. Staff learn key words in the other languages some children speak and use these at key times. Sign language is at times utilised along with visual timetables. This effectively supports children who speak English as an additional language and children with special educational needs. Staff support children's progress actively, for example, through asking open questions and encouraging children to explore ideas. Toddlers benefit from sensory experiences, thereby gaining confidence in exploring and investigating. Children develop good mathematical understanding through counting activities, such as, playing hopscotch, stacking graded beakers, and singing number songs. At times staff do not always consistently introduce discussions about maths in everyday situations to promote children's further understanding. Staff provide children with lots of positive praise and encouragement. This enables children to develop good levels of self-esteem and confidence, and encourages children to participate fully in chosen activities. Clear positive rules and boundaries underpin children's understanding of the expectations for behaviour.

Children benefit from meals and snacks prepared and cooked on the premises that strongly support healthy options. In the older children's rooms, there are snacks of fruit and there are water stations for children to access and enjoy in a relaxed manner. Meal times provide a social occasion where staff and children enjoy chatting together. Babies follow their own sleep and feeding patterns. This effectively supports familiar routines to promote children's feelings of security. The

outdoor area is utilised very well by all children at the nursery. Subsequently, all children benefit from plenty of fresh air and physical activity. The outdoor area has effective resources that provide good opportunities for children to extend their knowledge of the world around them, for example, by observing the weather station. Children benefit from activities outside of the nursery, such as swimming lessons and sensory soft play. Children challenge their physical skills with the outdoor equipment, for example, older children confidently balance on the see-saw rocker and use the tyres, and younger children underpin their walking skills with push along equipment.

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	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