

Second Steps Day Nursery

Inspection report for early years provision

Unique reference number EY308855
Inspection date 02/06/2011
Inspector Suzanne Stedman

Setting address Durham Rd, Laindon, Essex, SS15 6PJ

Telephone number 01268 410937
Email info@secondsteps.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Second Steps Day Nursery is privately owned and was registered in 2005. It operates from converted offices and work shops in Laindon, Essex. The nursery serves the local area and families from further a field. The nursery is on two levels and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during all year round excluding bank holidays. Sessions are from 7am until 7pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 83 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 82 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This nursery and out of school provide children with a happy, relaxed and welcoming environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used, however, currently mainly for physical exercise. This has been identified as an area for development to incorporate all areas of learning. Parents are valued as partners in their children's learning and are encouraged to contribute to their children's assessment records. Partnership with others delivering the Early Year Foundation Stage to the children is good, they also have good partnership working with the school from where the out of school children are collected from. Effective systems for monitoring and evaluating the provision enable the manager and staff to identify areas for improvement. Learning opportunities for all children are good.

What steps need to be taken to improve provision further?

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

- develop activities and resources to show children similarities and difference
- develop the use of the outside area to incorporate all areas of learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedure are good as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have

a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. Risk assessments are carried out for inside, outside and outings. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised in all areas. All the required documentation is in place and well maintained.

All staff employed are suitably qualified and experienced. They are highly motivated and work together very well as a team. The caring staff have a very good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have some opportunities to learn about different cultures and traditions, however, resources and activities relating to similarities and difference are limited. This has been identified as an area for development.

The premises are planned to offer children a stimulating and welcoming environment. There is some labelling to familiarise children with letters, colours and numbers, however, this has been identified as an area for development for both inside and in the outside play area. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety. Parents receive good information via the notice board, in conversation with the key workers and staff. They also have an opportunity to add to the children's daily dairies and to complete questionnaires about the care and education provided for their children. Close links with local schools and nurseries is delivering the Early Years Foundation Stage to the children is good.

The manager and staff use self-evaluation systems to reflect on their practice which is updated regularly. Strengths and areas for improvement have been identified. They recognise the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Children across all ages are happy, confident and settled in the child-centred, welcoming environment. Staff set out an interesting and motivating range of activities which cover all areas of children's learning and development. There is a good balance of organised and spontaneous activities. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. For example, letting the children find and watch ants in the outside area and providing magnifying glass so they could see the ants more clearly. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning in all areas, for example, they provide paint in trays so children can experience the textures and use rolling pins to make shapes.

They talk about direction, size, shape and placement while using construction bricks. In the cosy corner they enjoy looking at books individually or in groups. The children problem solve by putting together puzzles and a marble run. Children's assessment records are in place and well recorded clearly identifying the children's next steps. Therefore, children's progress is fully maximised.

Staff listen attentively as the children freely communicate with them. The rolling snack table and lunch time are very good use of a social occasion with children and staff sitting together and having general conversations. At the snack table children are able to pour their own drinks and select their own fruit. They talk about the different fruit they like or do not like such as apples, bananas, oranges and kiwis. Good manners are evident with children using 'please' and 'thank you' without being prompted. Children enjoy participating in action rhymes such as the 'farmer's in his den' enthusiastically singing and dancing along with the group. Children are praised frequently for their efforts and achievements, promoting their self-esteem especially when helping the tidy up before lunch when they help put the toys away. Children grow bulbs and seeds in the outside area learning how to care for living plants. They enjoy being creative with activities such as, free painting, drawing, cutting and sticking.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the group. They are offered healthy snacks and lunches and special diets are catered for. Children manage their personal hygiene routines well and know they need to wash they hand before eating and after toileting. They enjoy energetic games in the outside play area and when participating in music and movement in the hall. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development.

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 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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