

Positive Steps

Inspection report for early years provision

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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 Children's Day Nursery is one of six nurseries run by Positive Steps Children's Day Nursery Limited. It opened in 2011. The nursery operates from an easily accessible, self-contained building in Guildford, Surrey. Children are accommodated in four age-related base rooms and have access to a securely enclosed outdoor area. All meals are provided and food is cooked on site. The nursery serves families from the local community and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.45am to 6.15pm for 51 weeks of the year. It is closed bank holidays and for a week at Christmas. Children may attend for a variety of sessions. The nursery is registered to care for a maximum of 84 children from six weeks to under eight years. There are currently 44 children on roll, all of whom are in the early years age group. The nursery accepts children aged three and four years who are in receipt of funding for free early education. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

A total of eight members of staff, including a cook, currently work at the nursery. All staff working with the children hold appropriate early years qualifications. The manager and deputy are working towards an Early Years Foundation Degree. The nursery receives support from the Early Years and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare needs are met extremely well in this newly registered nursery. Overall, staff plan a good range of age-related activities so children are interested and make good progress in their learning. Partnerships are effective and children significantly benefit from outstanding relationships between the staff and parents. Children play in a very safe, secure and welcoming environment where their individual needs are equally recognised and they quickly develop confidence and a sense of belonging. The strong enthusiastic management team demonstrates a good capacity to continuously improve outcomes for children through continuous self-evaluation and reflective practice.

What steps need to be taken to improve provision further?

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

- increase further the range of craft resources and materials to inspire children to develop their own imagination and creativity and gain confidence in expressing their own ideas

- plan the environment to include signs, symbols and print in all the languages of children attending the setting
- develop further the use of observations and planning to ensure all children are sufficiently challenged in adult-led activities.

The effectiveness of leadership and management of the early years provision

Children play in a very secure, safe environment and their welfare is well promoted in the recently registered nursery. Staff complete effective daily safety checks and annual risk assessments are thorough. The premises have excellent security systems in place with CCTV cameras in all rooms and a secure entry system. Parents are reminded not to let anyone in the nursery as they leave or have the door code. Staff all have safeguarding training and are confident with the procedures to follow should they have any concerns. The nursery has a comprehensive safeguarding and complaints policy in place that is shared with parents so they are aware of staff responsibilities and what to do should they have any concerns. Regular fire evacuation practices enable staff and children to know what to do in an emergency. Children are closely supervised as they play and sleep. They settle quickly into the nursery as they develop secure relationships with staff, turning readily to them for comfort and support in their play.

Partnerships with parents are outstanding. Staff are very supportive and welcoming and provide an inclusive setting where children are treated with equal care and concern. Children's individual needs are fully discussed with parents at initial settling-in meetings. Parents are extremely happy with the care their children receive and the progress in their learning. They appreciate the friendly, approachable, supportive staff. Parents are very effectively informed of all aspects of their children's welfare and learning through daily discussions, emails, newsletters and notice boards. The parents' room provides parents with opportunities to view their children through the CCTV system and access to a wide range of informative literature. Stay and play sessions and parents' information evenings help parents gain valuable insight into their children's time at the nursery. Children benefit from the positive partnerships with others, including feeder schools and the local authority early years team. Staff attend local support meetings to share good practice and take an active part in the community.

Children enjoy their play as the nursery is well resourced in each of the base rooms with a broad range of age-appropriate, high quality resources. This includes wooden toys and furniture, treasure baskets and access to natural materials. Staff are effectively deployed and have a good awareness of their roles and responsibilities. They plan the daily routines well so all children's welfare and learning needs are promoted in a calm, unhurried manner with a good balance of adult-led and child-initiated play.

The newly appointed manager and deputy form an effective partnership and they are positive and enthusiastic. They are supported well by the company management team. Overall, there are robust vetting, induction and appraisal procedures and staff are suitably qualified and knowledgeable. Staff are committed

to the provision of a high quality nursery environment. They are keen to continually develop practice through regular staff meetings, feedback from parents and the development of a self-evaluation process with an action plan for improvements. There is an impressive range of company policies and documentation in place which meets all the requirements of registration and enables staff to have a detailed picture of children's needs and progress.

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

Children make good progress in their development as they are effectively supported by caring, attentive staff in a well organised environment. Staff plan interesting activities such as body painting for babies, and toddlers excitedly explore water play, watching it change colour when liquid paint is introduced. Children become confident talkers as staff effectively encourage children's communication and thinking skills. Staff use good questioning techniques to develop children's thinking. Children's independence and sense of belonging is effectively encouraged by support and praise from staff. Preschool children learn to follow instructions well as they excitedly enjoy singing familiar songs in a variety of manners such as loud, fast or slow. The learning environment is good. Children have easy access to a wide variety of extremely good quality toys and enjoy generally well-planned activities that cover all areas of learning. For example, they enjoy imaginative play in the home corner and play with their friends with trains and cars. They freely access dressing up clothes, a computer, water play and painting. Children have resources to write and draw and enjoy a wide range of story and information books that are attractively displayed and which help promote their language and literacy skills. Children are able to access some art materials in low shelving units. However, the range is not sufficient to fully inspire children to develop their own imagination and creativity and gain confidence in expressing their own ideas.

Children develop good problem solving and numeracy skills as they use resources to match, sort and use numbers, such as number games and jigsaws. They learn about diversity through the resources and activities provided. Children develop skills for the future as they actively explore the wide range of experiences provided and they competently use a computer and other technological equipment. They enjoy visits from a theatre group and farm animals and go out to local parks. They are able to explore a range of natural resources and grow plants in the digging area. There are generally good procedures to support children with special educational needs and disabilities and those speaking English as an additional language. However, the home languages of the children are not effectively used in play. Activity plans cover all areas of learning and take account of children's interests. There are mostly good systems in place for planning and a balance of adult-led and child-initiated play to ensure the individual learning and development needs of children are met. However, sometimes adult-led activities do not sufficiently challenge more able preschool children.

Children develop an extremely good understanding of healthy lifestyles and of

keeping safe. Children show they feel very secure as they settle extremely quickly into the nursery routines. Young children form strong bonds with their key carers and settle easily to sleep in named cots. Older children confidently talk to adults in the preschool room. They can carefully explain the fire evacuation procedure without prompting and know they need to wash their hands after using the toilet. Children know how to play safely when using large equipment and carefully manoeuvre wheeled toys to avoid running into others. Staff promote children's good health and hygiene as there are robust routines in place for nappy changing and toileting. Outdoor shoes are worn and changed for indoor play. Children develop excellent awareness of healthy eating. They thoroughly enjoy the varied range of very appetising nutritious meals freshly cooked in the nursery, such as roast chicken and vegetables. Independence skills are developed well as preschool children serve themselves and choose when to have their snacks during the morning. Children's behaviour is mostly good. Staff act as good role models so children learn to respect and care about each other. Children share, take turns and play cooperatively together, sometimes using a timer to enable them all to have a turn on the computer or other popular toys. The nursery has well defined behaviour management strategies that clearly promote children's confidence and self-esteem. Staff sensitively enable children to learn to manage their strong emotions due to their stages of 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	1

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	1
The extent to which children adopt healthy lifestyles	1
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