

# Stepping Stones Day Nursery (Durham) Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY436726
<b>Inspection date</b>	11/04/2012
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<b>Type of setting</b>	Childcare - Non-Domestic

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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

Stepping Stones Day Nursery (Durham) is owned by a limited company and was registered in 2011. It operates from The Crossgate Centre in Durham City. The setting serves the local and wider community. It operates from the first floor of a shared building.

The setting opens Monday to Friday all year round, closing on bank holidays and in between Christmas and New Year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 22 children may attend the setting at any one time. There are currently 33 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs five members of child care staff. All of these, hold an appropriate Level 3 early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a warm and caring atmosphere welcoming all children and their families. Children enjoy their time at nursery and make sound progress towards the early learning goals in most areas. Children's behaviour is good and their good health is mainly very well promoted. Overall, observations are used effectively to inform practice. Some legally required documentation is not in place. Systems for monitoring and evaluating the quality of the provision are developing, resulting in the capacity to maintain continuous improvement being sound.

## What steps need to be taken to improve provision further?

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

- ensure that written parental permission is requested for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 25/04/2012
- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health) 25/04/2012

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

- develop systems for observation and assessments for all children in the Early Years Foundation Stage so their progress can be tracked and the information used to inform future planning
- develop the opportunities children have to experience outdoor play on a daily basis
- develop the opportunities parents have to contribute to their children's learning and development
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development.

## **The effectiveness of leadership and management of the early years provision**

Children are suitably protected. Appropriate recruitment and vetting procedures are in place to ensure the suitability of all adults who work with children. Suitable processes for induction, staff supervision and appraisals are followed to help ensure staff development. All staff have recent safeguarding training and are confident that they are able to recognise signs and indicators of abuse and follow appropriate procedures if child protection concerns arise. Staff ensure that children remain safe in the setting, as they implement appropriate procedures, such as, buzzer and keypad entry systems, covering exposed sockets and appropriate supervision of children at all times. All staff have an appropriate first aid qualification ensuring children receive appropriate care in the event of a minor accident. Staff record times and dosage of any required medication, with parents witnessing this procedure, however parents do not give written permission to administer such medication. The setting has not requested written parental permission to seek emergency medical advice or treatment. These are specific legal requirements.

Resources are sufficient and easily accessible to children. These include some resources and play materials reflecting diversity. Currently no children with special educational needs and/or disabilities attend, however staff are committed to providing an inclusive environment. Staff are enthusiastic about developing their practice. Professional development is encouraged and all staff attend training to update and develop their childcare knowledge. The setting receives appropriate support from the local authority advisors, for example they are working together to review the settings policies and procedures to ensure that they contain all necessary details. The setting is beginning to look at different ways to evaluate its practise and have started to put an action plan in place; however this is in the early stages of development.

Suitable verbal information is shared with parents at the beginning and end of each session, along with daily written diaries for children aged under two years. However, other ways in which parents can be involved in children's learning are less well developed, for example not all parents contribute to their children's daily diaries or observations. There are clear links with some of the local schools and nurseries to ensure that there is a smooth transition between the settings and information is transferred about children's needs and achievements. Parents

spoken to at the inspection commented positively about the staff and said that children enjoy coming and that they are very happy with the care offered.

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

Children have their own individual learning file which include examples of their work, photographs and observations of their learning. However, these are in their infancy, consequently some files are not yet up-to-date. This makes it difficult to accurately see the progress all children are making towards the early learning goals. Plans are in place to ensure that all areas of learning are appropriately covered, and these are clearly based on children's interests. Further training has been organised to help track children's progress more accurately. A clear key worker system is in place and as the setting is very small all staff know the children and their families exceptionally well. Staff are warm and supportive, and children clearly have close relationships with them and are happy and settled in their care. This helps to support children in making appropriate progress towards the early learning goals.

Children use their imagination well as they play in the well resourced home corner. They thoroughly enjoy hunting for the dinosaurs hiding in the sand and ice, confidently naming them. Children freely access books and stories in the comfy book area, with staff capturing children's interest as they read favourite stories to them. Older children are able to recount stories to others with gentle support from staff. They receive suitable opportunities to be creative with materials such as paint and play dough. They make marks using a variety of tools and vehicles in the shaving foam. Children have good opportunities to explore the effects of change on items such as ice and seeds. Children are developing skills that will contribute to their future economic well-being. For example, they are becoming increasingly confident in information and communication technology, such as programmable toys, cameras and mobile phones. Babies dance excitedly to the music and eagerly join in with actions enthusiastically pointing to their different facial features. Children are beginning to learn about other cultures through fun activities, such as celebrating Chinese New Year. For example, they try different foods such as bamboo shoots and noodles and make paper lanterns. Children take part in a suitable range of outings to places such as the library, shops and local parks.

Children's good health is very well promoted at the nursery. Lunch is provided by parents and the nursery provides healthy snacks of fresh fruit and bread sticks. Staff encourage children to try new fruit acting as good role models as they try them too. Children tell adults that 'milk makes bones strong'. Children have regular opportunities for fresh air; however, as they do not have direct access to an outdoor area this is not always on a daily basis. Children eagerly wash their hands before lunch and after using the toilet, helping to reduce the risk of cross-infection. Children are beginning to learn about keeping themselves safe as they practice fire drills and staff give them gentle reminders, for example, not to run in nursery so they do not get hurt. Consistent daily routines, such as helping to tidy up and to

get the table ready for lunch, along with praise and encouragement from staff, result in children who behave very well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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