

Second Steps Day Nursery

Inspection report for early years provision

Unique reference number EY435901
Inspection date 15/05/2012
Inspector Tina Mason

Setting address Unit 5, Sharp House, Arterial Road, Laindon, BASILDON,
Essex, SS15 6DR
Telephone number 01268 410 937
Email info@secondsteps.co.uk
Type of setting Childcare - Non-Domestic

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 2012

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 one of four privately owned early years settings run by the same owner. It opened in 2011 and operates from within a self-contained converted factory building in Laindon, Essex. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round, 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 33 children under eight years may attend the nursery at any one time, of whom, no more than nine may be under two years old. There are currently 16 children attending who are within this age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in a welcoming and calm environment. They are happy and relaxed due to the good routines in place. Staff create a stimulating environment and on the whole support children's learning well. Successful communications between parents, staff and children contribute towards their individual health and welfare needs being positively met. Appropriate daily routines and procedures ensure the smooth operation of the nursery. The manager demonstrates an on-going commitment to working towards identified improvements in the setting for the benefit of the children.

What steps need to be taken to improve provision further?

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

- review systems, so that interaction systematically helps children to learn, so that they make connections in their learning, are actively led forward and can reflect on their learning
- improve the identification of children's next steps in all areas of learning, so that it is consistent throughout the nursery
- develop the systems for the organisation of the setting by developing the use of self-evaluation to support on-going improvements.

The effectiveness of leadership and management of the early years provision

All staff have a good knowledge of safeguarding and child protection. They fully implement policies and procedures to ensure children's safety. Written risk assessments, carried out daily, ensure that areas children have access to remain safe. All other documentation is maintained to a good standard. All staff and parents are fully aware of the policies and procedures in place. There are robust recruitment and vetting procedures, so that all adults who have contact with the children are suitable to do so. All children and staff practise regular fire drills to ensure that they are fully aware of the procedures to evacuate the building safely in the event of an emergency.

The resources are arranged to encourage children to self-select, promoting their independence. The layout of the nursery enables children to have free-flow access to the garden, where they are effectively supported to learn through their play. This is a fully inclusive setting where all children are acknowledged as unique individuals. The environment is child-friendly and welcoming. There are good quality resources that are appropriate to the ages of the children, who are being cared for. Staff actively promote equality and diversity and work hard to ensure that all children are fully included in all activities.

The setting has developed some effective processes for self-evaluation and reflective practice. However, a formal approach to self-evaluation is not yet fully established to fully assess what the setting offers, as well as an evaluation of the areas for future development. Partnerships with parents and other carers of the children are strong. Staff take time each day to discuss the children's needs and achievements with parents. A daily diary is also shared with parents, informing them about how their child has spent their day. In addition, parents have free access to their child's learning journey. Notices, flyers and regular newsletters keep the parents informed about the nursery, changes of staff or activities the children are enjoying. Parents that were spoken to, as part of the inspection, spoke very positively about the provision.

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

Effective settling-in procedures, including a warm welcome and reassurance from staff, enable new children to settle into the nursery very effectively. Children are happy and motivated and make good progress in their learning. They spend their time purposely in play and are challenged and stimulated by staff, who extend their play and keep them interested and engaged. However, some opportunities are missed to extend children's learning through effective questioning and interaction. Children enjoy the benefit of warm interactions with the supportive staff team. As a result, they are relaxed and secure in their environment.

The staff team have a secure knowledge of the Early Years Foundation Stage and of child development. Overall, systems for observation, assessment and the

planning for children's progress is secure throughout the nursery. Well-presented visual learning journals and developmental summaries record children's individual progress well. However, children's next steps of learning are not always revisited often enough to fully inform future planning and ensure that children are supported in a way, which allows them to reach their fullest potential.

Children enjoy an attractive and well laid-out range of activities and play opportunities, which support all areas of learning. Resources are well displayed at child-height, which supports children's self-selection of play opportunities and builds on their growing independence. They have opportunities to develop their communication, language and literacy skills through support from competent staff. They have many chances for mark making and a fondness of books is well established, both by looking at books themselves and listening to stories. Children learn about time, weather and days of the week during circle time. They also use number language on a daily basis, regularly counting and singing number rhymes. Children are curious, confident and eager to learn as they use the construction toys to design and build. For example, the children enjoy building the train track, working out how it fits together to make the track join up. They also enjoy making different models out of the bricks, for example, children excitedly move around the nursery, showing the staff the 'aeroplane birthday cake' they have made.

Babies respond very well to staff with smiles and gestures. Staff acknowledge this well as they provide regular cuddles and effectively respond to their needs. Babies enjoy a variety of sensory experiences as they have access to a wealth of natural and sensory resources, which promote self-discovery. For example, they enjoy exploring the treasure baskets filled with different textured objects. They also have good opportunities to mark make as they use their fingers to make patterns in the thin layer of flour set out on the table top. Children's creativity is well promoted through role play opportunities, which assists in developing their imagination. Children have access to everyday technology in the role play area, for example, cash registers, telephones and play cookers. In addition, they spend lots of time taking pictures of each other, while using the nursery camera. Children are able to express themselves through creative activities, including painting, collage, discussion, role play and early writing. They develop their physical skills as they play on a range of equipment that promotes their skills in balancing, climbing, catching and throwing.

Children are provided with fresh drinking water throughout the session, which is placed within easy reach, so that children can help themselves at anytime. Children enjoy a healthy range of snacks and meal options that include a good selection of fresh fruits. Children wash their hands before eating, many without any support or direction from staff and they understand why this is important. Children move carefully around the setting. Staff discuss with the children how to keep themselves safe, for instance, pointing out the potential dangers of running inside the setting. Children quickly become familiar with the boundaries that are set. Children confidently talk to visitors, happy to share what they are doing and discuss their favourite things. Children make friends as they play and talk together over a shared activity. A good range of planned activities, displays, toys and resources, depicting positive images of people from different cultures, races and those with disabilities, help children to learn about the wider world.

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