

Stepping Stones Private Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

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 Nursery is privately owned and opened in 1997. It is affiliated to Boothtown Children's Centre. It operates from a converted building in Boothtown, Halifax. Children are cared for on the ground floor and the first floor. An outdoor area at the side of the building, away from the main building is accessible via an enclosed ramp. The nursery is open each week day from 7.30am to 6pm all year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 77 children may attend the nursery at any one time. There are currently 50 children on roll in the early years and 10 children on roll for the out of school club.

There are currently seven members of staff, all of whom have a recognised qualification in early years. The manager has the foundation degree in early years.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled in an inclusive setting where they are respected and valued as individuals. Children benefit from an effective range of measures to ensure their safety. An understanding of their individual needs contributes to the good progress children are making in their learning and development. Management has a dedication to driving improvement which ensures continuous development and good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further children's awareness of disability, for example through the resources available to them in their play
- promote older children's independence during lunch time.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding about safeguarding children within the setting, and receive regular training to maintain their level of understanding. Effective policies and procedures are implemented to ensure any concerns are prioritised and addressed. Staff recruitment and employment is managed through thorough checks and robust procedures to ensure their suitability to work with children, supported by regular appraisals and staff meetings. These procedures are supported by well-managed risk assessments, indoors, outdoors and on outings,

providing a safe, secure environment for children to play in. Children show a feeling of security, building good relationships with their key person and are able to demonstrate how to keep themselves safe.

Children's well-being and involvement is given priority within the setting by all staff. The range of resources is good and easily accessible to all children, supporting their learning in all six areas. The furniture and equipment are of good quality and suitable for the ages of children to fully support their learning and development and to develop their independence skills.

The setting has successfully built a trusting partnership with parents whose views are sought, listened to and acted on. Parents and carers are regularly invited to discuss their children's welfare and progress, helping staff to know children well and work as a team to plan for them effectively. They are also kept up-to-date about the setting through newsletters and parents' noticeboards.

Children currently attending are solely cared for by this setting. Staff are aware of sharing information with other settings if there was shared care to ensure coherence and consistency in children's learning and development. Staff have liaised with other professionals in the past to ensure the specific individual needs of children with additional needs are met. Staff provide a summary report to local schools where children will be moving to as part of the transition process.

The enthusiasm shown by the proprietor and manager encourages staff to be committed and eager to continuously reflect on and evaluate the setting. The proprietor is committed to constantly improving the setting and has secured funding to improve the setting. The outdoors is significantly improved with a secure ramp access for allowing children to the outdoor environment safely. The outdoor play area provides opportunities to promote all areas of learning. A large shaded area provides an outdoor classroom environment together with play opportunities for play on balancing beam and tyres.

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

An interesting and challenging range of play opportunities and activities are provided for all children. Observation and assessment of children's learning and development result in positive outcomes for all children. Staff take into consideration children's interests and identified 'next steps' in the assessments records to plan future activities. All staff contribute to observational assessment and use the information well to track children's progress towards the early learning goals. Hence, children are making good progress in their individual learning and development.

Staff have created a warm and welcoming environment and have effectively organised the play area to provide a good range of toys and activities according to children's ages and stages of development. Children spend their time engaged in activities and staff support children as they play. Children's creative skills are developing as they have regular opportunities to express themselves freely. They

draw, paint and use a variety of materials in craft activities. Children's communication and language skills are also developing. During activities there are lots of conversations. Staff ask open ended questions and enquire about children's interests. This enables children to feel included and supports their self-esteem. Children learn about technology and how things work in the world around them as they access simple programmable toys. Children have good opportunities to enjoy fresh air and exercise in the outside area. A covered area allows children to play outside in all weather, as all areas of learning are promoted. Children have good opportunities to develop their physical skills whilst playing on the balancing beams and tyres.

Children have a good awareness of personal hygiene. They understand the importance of hand washing before meals and after using the toilet. Older children wash their hands first and then come to the table where they are served ready plated meals. A balanced variety of healthy meals are cooked on site by the cook. Staff then remove plates after children have eaten, which limits opportunities for older children to develop their independence and prepare them for school. Babies are suitably placed on high chairs; toddlers wear bibs and sit on low chairs as staff attend to them during feeding times.

Children receive plenty of praise and encouragement from staff, which promotes their confidence and self-esteem. Children are actively engaged and consequently behave well. Staff intervene to promote positive behaviour when necessary and encourage children to share. Children are encouraged to develop an awareness of how to stay safe. They are taught how to use play equipment safely and to pick up toys when they have finished playing with them. They learn how to evacuate the building sensibly when practising the fire drill and learn about their general safety, both indoors and outdoors. Children play with resources and participate in activities that develop their knowledge of diversity, for example through learning about different festivals. However, opportunities for children to increase their awareness of disability are not well reflected through the play provision available. Overall, children receive good support to enable them to make a positive contribution to society.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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