

Stepping Stones Day Nursery (Dogsthorpe)

10 Welland Road, Dogsthorpe, Peterborough, PE1 3SF

Inspection date	02/11/2012
Previous inspection date	10/05/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have a superb knowledge of the individual needs of the children and interaction is excellent. Care needs are met extremely well and as a result, children are happy, settled and feel secure.
- The welcoming, bright, spacious environment enables children plenty of space and freedom to move around and safety is a priority. Children are encouraged to make their own assessments of risk within the outdoor learning environment also.
- Children are provided with good range of exciting, challenging activities that encourage their natural curiosity to learn. The learning environment is well-organised, enabling children to be independent in their play with support and reassurance provided by staff.
- Staff actively seek the views of parents about the nursery and encourage their involvement in its ongoing development. Parents are encouraged to continue their child's learning at home using books and resources from the nursery.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Tracey Boland

Full Report

Information about the setting

Stepping Stones Day Nursery (Dogsthorpe) was registered in 2000 and is a privately owned day nursery which operates from a converted Victorian manor house located in Dogsthorpe, Peterborough. Children have use of various group rooms on two floors and have access to a secure outdoor play area. The nursery is open five days a week from 8am to 5.45pm, all year round excluding bank holidays. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery receives funding for the provision of free early education to children aged three- and four-years-old. There are currently 60 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 16 members of staff to work with the children, of these 11 have appropriate early years qualifications at level 3 and five to level 4. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to extend the opportunities for babies to see images of their immediate and extended family within the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have very high expectations of all children. They find out about what children can do before they start at the nursery through detailed discussions with parents. As a result, they are able to effectively plan for each child from the very start of their placement. Thorough systems for ongoing assessment of children's progress means that staff plan a variety of very interesting and challenging activities which cover all areas of learning. Staff observe children in their play and talk to parents regularly to find out what children enjoy at home. They actively encourage parents to take books and resources from the nursery into their homes to continue their learning away from the nursery. This has proved particularly beneficial for children who have English as an additional language. They take books home that are to be read the following day so they become familiar with them in their home language first before hearing them at nursery. Parents can see their child's assessment record at any time and are actively encouraged to share their views and their child's progress and achievements at home.

Staff have an excellent understanding of how children learn and carefully observe children enabling them to identify the next steps in each child's learning and plan effectively. They provide brilliant challenge for the children, whilst ensuring they support them and are therefore successful. This helps children to feel motivated. For example, a group of three- and four-year-olds help to mend a member of staff's bike by putting the wheel back on that has fallen off. The member of staff asks what the safety rules are for using the tools and identifies and names the tools correctly. This is further extended by asking questions to extend their language and thinking skills, such as 'which tools do we need?' and 'how

do we make it safe?' Children enjoy a well-organised environment where they can select resources to support their play. Babies help themselves to building bricks, electronic toys that demand a response through pressing buttons and a wide variety of books which they can look through independently or with staff. Children are encouraged to talk about their families and photographs are requested to enable them to do this as they wish to throughout the day. These photographs are laminated and are generally accessible, but are not yet fully used with the youngest children so they can see positive images of their immediate and extended family members within the room to further promote their sense of security.

Staff build children's vocabulary by giving choices, modelling clear language and praising their use of new words. They are actively involved in encouraging language for all ages using Every Child A Talker, which highlights ways of developing language through play and everyday situations and routines. Children's understanding of the world around them is developed through the use of photographs of buildings within the area that they are able to identify on their walks in the community. They become aware of similarities and differences through discussions and the celebration of cultural events throughout the year. For example, they recently celebrated Eid Mubarak, making and decorating their own prayer mats and making Diva pots for Diwali.

The contribution of the early years provision to the well-being of children

Children benefit from a gradual introduction to the setting which is based around their individual needs. This careful planning helps to support and encourage them in the transition between home and the nursery. An extremely well-established key person system ensures that children form strong attachments, encouraging children's sense of security and belonging. Highly effective handover systems are established within the nursery as children progress and move to new rooms. This ensures children are introduced to their new key person and spend time visiting their new room, enabling them to build close relationships. Babies' emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired, upset or need reassurance which ensures their emotional needs are continually well met.

Children are relaxed and confident due to the nurturing and care from staff. Their needs are consistently met and staff praise and acknowledge their progress and achievements, encouraging high levels of self-esteem. Children are learning about sharing and turn-taking as staff skilfully intervene to help them solve minor squabbles or disagreements. Babies and young children become familiar with their feelings and emotions as staff explain why they may be upset or angry with their friends and offer suggestions as to how they may cope with those feelings. Staff know the children very well, building a secure knowledge of their needs and interests. They work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication administered and records are effectively shared with parents. Concise recording of children's allergies or food preferences ensure children's

needs are met and respected. Clear health plans are in place for children with severe dietary or medical needs that all staff are aware of and are vigilant to the various signs and symptoms at all times, promoting their welfare.

Children are actively involved in preparing their own snacks and understand the benefit of recycling, helping staff to take the fruit and vegetable peel to the compost in the garden. Meals and snack times are very sociable occasions and older children help themselves to their meals with effective support from staff as needed. Children sit together and chat to each other and with the staff who are excellent role models. As a result, manners are excellent. Children learn good hygiene routines as they grow and their independence with regard to personal care is encouraged well. Babies' personal care needs are continually met and nappy changing is another part of their day where their comfort and dignity is maintained. Staff use this time exceptionally well to further enhance children's social interaction. They ensure they provide lots of eye contact and positive facial expressions, encouraging children's trust and feeling of security. The physical environment is well-organised and children spend lots of time in the outdoor learning environment. Enclosed areas enable babies to explore the environment safely whilst watching the other children playing. Babies have ample opportunities to develop their physical skills. They pull themselves to standing using low-level furniture and explore their environment with interest. Older children enjoy the large space available where they are able to climb, balance, run and gain good control on small wheeled toys and the trim trail.

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

Leadership within the nursery is extremely strong and managers have high aspirations for quality and the ongoing development of the service. They have an excellent understanding of their responsibilities in meeting the learning and development requirements. The managers and staff frequently access training to continually enhance the skills and practices that are already in place. An effective system for regularly monitoring practice and seeking the views of parents to ensure the setting is always evolving and improving is in place. Parents have been actively involved in the development of the new outdoor learning environment and staff and management welcome their views and ideas in all aspects of the service provided. Professional development of all staff is supported extremely well and regular supervisions and appraisals are also used as part of the ongoing reflection of the service and its needs. As a result, staff are enthusiastic, motivated and staff morale is high. Systems for self-evaluation highlight the nursery's strengths and areas for development and are used as an ongoing and highly valuable tool to enhance the care provided.

Robust recruitment systems are in place to ensure that all staff are suitable to work with children and that they have a secure knowledge of their roles and responsibilities. Thorough induction procedures ensure that all staff have a secure knowledge of protecting children. Written risk assessments are carried out on a regular basis and staff are vigilant at all times, ensuring the safety and well-being of the children. Children are encouraged to

make their own assessments of risk within the outdoor learning environment and share their findings with staff who take action as needed. Security is tight to ensure no one is able to access the setting unless via a member of staff and children cannot leave unattended. Staff have formed strong partnerships with other early years providers and regularly share information to promote children's learning, development and welfare. Partnership working with other professionals and agencies is well established and used to identify children's needs and ways of meeting them. Staff build excellent working relationships with parents and they demonstrate a very good understanding of the benefits of working closely with them so that children's individual needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	256827
Local authority	Peterborough
Inspection number	889861
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	60
Name of provider	Stepping Stones Nurseries
Date of previous inspection	10/05/2011
Telephone number	01733 310 381

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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