

Stepping Stones Private Day Nursery

20 Claremount Road, Boothtown, Halifax, West Yorkshire, HX3 6JQ

Inspection date	02/01/2013
Previous inspection date	30/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children and babies are happy, form positive relationships and show satisfactory levels of enjoyment and achievement.
- The high quality outdoor learning environment provides children with an interesting and stimulating range of activities that involves them and builds on their natural curiosity and interests.
- Educational programmes implemented provide suitable challenge for most children, whilst routinely covering all areas of learning.

It is not yet good because

- Some children's learning is restricted because staff do not always use information about their next steps in development to plan challenging experiences.
- Organisation of some routines do not always facilitate older children's independent choices.
- Partnership arrangements with other settings are not fully developed and therefore, do not fully promote a consistent approach to ensuring children's learning is extended and consolidated.
- Self-evaluation lacks rigour and is not yet robust enough to fully monitor practice and

effectively identify areas for development to improve opportunities for children.

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 the main playrooms and outside areas. The inspector completed a joint observation with room leaders.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with two lead practitioners and the nominated person on site.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement quality plan.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Stepping Stones Nursery is privately owned and opened in 1997. 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 is accessible via the nursery. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two staff have level 2 qualifications and one is completing the level 2. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve observation and assessment to consistently take into account each child's progress against all aspects of each of the seven areas of learning; consider their age and stage of development and use this information to plan and shape the learning experiences for each child
- develop further the educational programme for personal, social and emotional development by reviewing the organisation of routines to give children time to pursue their learning without interruption, to complete activities to their satisfaction, and to return to their activities.

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

- develop and review the system for working in partnership with other settings to share information around children's achievement and progress
- extend self-evaluation to ensure that it is more rigorous and effective in informing the setting's priorities and setting challenging targets for improvement that will improve outcomes and opportunities for children.

Inspection judgements

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

Children enthusiastically play in a warm, caring environment. They enjoy playing with interesting resources and activities, which staff provide to help them learn and develop the necessary skills for their future learning. All children demonstrate friendly behaviour, initiating conversations and forming sound relationships. For example, they invite other children to come to their homes for their forthcoming birthday. Children eagerly use crayons, competently draw lines and circles on the paper and experiment with different

colours to develop their early writing skills. Staff encourage children to create shapes from the circles and to explore the role play games. They use some challenging questions, such as 'what are you going to wear with the dress?' and 'does the tiara fit?' to help children think and respond. Children excitedly take part in baking activities. However, some children involved in their own play with their peers are ushered to join in the baking game and are unable to finish or return to their role play games. Consequently, their personal, social and emotional development is not fully supported as the quality of teaching is not fully robust.

During the baking activity, children listen attentively to the instructions and decorate and sprinkle the buns they have cooked. They enthusiastically help each other and use language construction. For example, they say 'I have done this for you'. They are confident to move around and independently use the book area for one-to-one reading. They quickly identify their favourite characters and the story line. As a result, they develop sound early reading skills. Outside there are good opportunities for children to reinforce their learning in the same way as the area is very well presented and very well resourced. Young children enjoy the sand play and collecting animal figures to place around the tray. They persist in copying the different noises the animals make and link the noise to the animal. Staff help children make comparisons between different sizes of the animal. For example, they question children and use mathematical language, including 'big' and 'small' to help children develop their understanding of concepts. Staff ensure activities sufficiently promote children's interests.

Opportunities for children to be active and develop their physical skills are provided in all weathers. Staff recognise the importance of physical play and children enjoy the opportunity to be outside in the fresh air. They run and chase enthusiastically, kicking and catching balls or pedalling tricycles. Staff continuously talk to children, asking questions and encouraging them to think and problem solve. Children learn to count and staff introduce mathematical terms during all activities. The children count how many of their peers are present and have some understanding of simple mathematical terms, such as next to, or more than. They recognise shape, colour and pattern, confidently putting together jigsaws. Staff show a strong interest in the words children use to communicate their experience, adding words effectively in the context of their play. Educational programmes have satisfactory depth and breadth across all areas of learning. Staff undertake regular observations and assess where children are in their development, however, they are not consistently covering the aspects of each of the seven areas of learning. Tracking of children's progress, therefore, is not consistent in quickly identifying next steps in learning and using this information to plan experiences that are challenging and linked to individual children needs.

Parents have appropriate opportunities to be involved in their child's learning. They speak to their key person daily and questionnaires are used for them to provide feedback. Partnerships with other settings that the children attend are developing and the sharing of information steadily increasing. At present, the information exchanges are not robust and transition documents containing the children's achievements are not fully embedded.

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

Babies and children are developing close relationships which are warm and caring with both staff and each other. They show a real sense of belonging and are at ease to go to staff for comfort, reassurance and support. Each child is assigned to a key person who is the main point of call for that child or their parents. Key persons confirm that they know the children in their care well and understand their individual needs. They work in partnership with parents with such things as potty training and sleep routines. Consequently, staff are able to provide consistency of care.

Children know where things belong in the nursery and help to tidy away when asked. They understand boundaries and are learning to show care and concern for others. Staff are suitable role models for children and are calm and consistent in their management of behaviour. They use satisfactory behaviour management strategies and children's self-esteem is enhanced as they receive plenty of praise for good behaviour, effort and achievement. Overall, children are developing a suitable understanding of safety through everyday discussions and activities that encourage them to explore their environment, particularly outdoors. Staff help children to learn to be independent and encourage them to manage their own personal needs. For example, children begin to understand the importance of making sure their hands are clean before they sit down for snack or preparing the dough for baking. Healthy and nutritious snacks and meals are provided during the day. These are prepared by the on-site cook, and older children confidently serve themselves and make choices about what they want to eat. Babies' individual dietary requirements are discussed regularly with parents and meals times are adapted to suit their needs.

They work suitably well with parents to help children settle, for example, daily records sheets are completed for babies, which are shared with parents. These include information about the day's activities and care routines, such as meals, nappy changes and sleep times. There are sound procedures in place to ensure that babies and children have a smooth transition from room-to-room and that their individual care needs are met appropriately.

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

Leadership staff demonstrate a suitable understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage Statutory Framework. A designated staff member has clear management responsibility in relation to child protection and all staff have a satisfactory understanding of safeguarding issues. Satisfactory recruitment and vetting procedures ensure that all adults working with children are suitable to do so. Suitable risk assessments are conducted covering all areas used by the children. Staff check the identity of all visitors to the nursery and children are only released into the care of known individuals. The registered person and key staff have an understanding of their responsibilities with regard to the welfare and safeguarding requirement of the Early Years Foundation Stage. As a result, a range of appropriate policies and procedure are in place and reviewed. The monitoring of the educational programme has not been as effective. There is an inconsistent approach to observation and assessment and weakness in the

area of developing aspects of children's personal and social development. This has an impact on effective delivery of the educational programs.

The staff have a satisfactory understanding of their responsibility to meet the development requirements and overall, children are provided with an appropriate range of experiences across all seven areas of learning. Satisfactory systems are in place to support the ongoing evaluation of the provision. For example, staff and parents are regularly asked for their views and the key room leaders adequately monitor and reviews planning and practice of the educational programmes. The recommendations raised at the last inspection have been fully implemented to improve outcomes for children. For example, the setting has extended resources around disability and reviewed lunch time practice. However, self-evaluation is not yet robust enough to secure the indepth focus the nursery needs to effectively target and sustain improvement to improve outcomes and opportunities for children. Parents and carers are warmly welcomed into the setting. They are kept adequately informed as they receive sound information about the nursery's policies and procedures. Through daily discussion with key persons, they are informed of the learning activities provided. Parents also access notice boards and daily record sheets for babies and young children. Through questionnaires, parents comment positively of the nursery and comment on the caring and friendly staff.

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	303706
Local authority	Calderdale
Inspection number	896969
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	77
Number of children on roll	24
Name of provider	David Charles Marsden
Date of previous inspection	30/05/2012
Telephone number	01422 323231

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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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