

Positive Steps

Hanover House, Cross Lanes, GUILDFORD, Surrey, GU1 1UG

Inspection date	04/01/2013
Previous inspection date	06/09/2011

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

The quality and standards of the early years provision

This provision is good

- Staff are very effective in encouraging children's imagination and concentration through a strong programme for the expressive arts and design.
- The nursery is highly successful in encouraging an effective partnership with parents, engaging them fully in their children's development and learning, both at nursery and home.
- The management team members provides effective leadership. They are proactive in ensuring that nursery staff update their training and this system has a positive impact on the quality of the provision and children's experiences.
- Staff effectively use skills in their home languages to support children and parents who speak those languages.

It is not yet outstanding because

- The numbers of children participating in some adult-directed activities do not always allow all children to participate as well as possible in the interesting first hand experiences provided.
- Staff do not offer babies the best opportunities to experience to develop their physical skills as quickly as possible.

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 also took account of the views of parents and carers spoken to on the day.
 - The inspector looked at a sample of the children's assessment records, planning documentation, the provider's self-evaluation form and a range of other documentation.
- The inspector held discussions with the manager of the provision, the quality assurance manager and the director of operations.
- The inspector observed activities in the playrooms, the outside learning environment and talked with the staff and children.

Inspector

Sheila Harrison

Full Report

Information about the setting

Positive Steps registered in 2011 and is one of six nurseries run by Positive Steps Children's Day Nursery Limited. The nursery operates in Guildford, Surrey. Children are accommodated in four age-related base rooms and there is an enclosed outdoor area. The

nursery serves families from the local community and surrounding areas.

The nursery is also registered on the compulsory part of the Childcare Register. It is open each weekday from 7.30am to 6.15pm for 51 weeks of the year. It is closed bank holidays and for a week at Christmas. Children may attend for a variety of sessions. There are currently 128 children aged from six weeks to five years on roll. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three-and four-year-old children and is currently part of the two-year-old pilot scheme.

There is a total of 15 staff with seven members of staff qualified to level 3. Four members of staff hold Early Years Foundation Degrees including one with Early Years Professional status and one with Qualified Teacher status.

What the setting needs to do to improve further

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

- enhance high quality learning experiences for all children by reviewing the deployment of staff to allow them to be as fully involved as possible in the children's activities
- develop further the educational programme for physical development by providing opportunities for babies to explore a wider range of toys and soft play materials, to encourage crawling, tumbling, rolling and climbing.

Inspection judgements

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

Staff build respectful and caring relationships with both the children and their families while focusing on children's learning and achievements. Their thoughtful care and attention help children make good progress overall including those with special educational needs and/or disabilities. Staff know the children in their key groups well and use their observations to plan their next steps so that they build on their learning. In the toddler room, the children's interest in cars is used to encourage them to participate in a painting activity. They print the tyre tracks in paint and staff gently introduce pencils to extend their enjoyment and engagement in the activity.

Children are assessed when they start at the nursery so that staff know what they can

already do. This system means that staff are able to plan activities which meet children's individual needs well. Baby room staff recognise the importance of encouraging young children's sense of exploration and the mastery of their physical skills, such as splashing excitedly in the water. They provide opportunities to help young children pull themselves up prior to walking. However, suitable activities to help babies develop and explore movement, for example, balancing and climbing safely are provided less frequently.

Through the sensitive teaching in the pre-school room, children are well motivated and eager to learn. They consistently demonstrate the characteristics of effective learning. Children observe the effects of mixing various items while making their 'magic potions'. They smell the herbs and spices and notice that bi-carbonate of soda has no smell. They confidently express their thoughts 'Let's add more of this' and 'I don't like that smell'. They are thrilled and energised as they discover various creatures such as model frogs and dinosaurs appearing in the bottom of the bowl. This interest encourages them to concentrate and continue in their investigations. As a result, children are effectively prepared for their next stage of learning and to be ready for school.

There is a suitably strong focus on helping children to acquire communication and language skills. An animated story time where children join in the actions to a favourite story that is fully enjoyed by the toddler children. Children who learn English as an additional language are adequately supported through an efficient partnership with parents. Parents provide words with which that the children are familiar. Staff use their skills in their home language to answer parents' queries and to help children settle and grow in confidence. They are introducing all the children to different languages and the pre-school children are eager to learn Spanish.

Staff listen to the children's preferences and ensure favourite activities are included in the plans. Children enjoy cookery and they are eagerly involved in making salt dough to create decorations. Staff encourage children's thinking by asking children to describe how the wet dough feels. However, during some activities in the pre-school room and the baby rooms, the group of children involved is rather large as other staff are undertaking other tasks. This grouping means children are waiting for their turns occasionally without being actively involved.

Staff ensure children are learning effectively and with enthusiasm. They evaluate and adapt their planning according to children's interests. In the toddler room children are fully involved in building a pathway of bricks as it nears lunch time. Staff ask if they would like to keep their constructions safe, advising that if they wish to continue later they may require more bricks from the pre-school room. Children show a sense of achievement as they build a bridge over their pathway and staff share their pleasure by taking a photograph to show the child's parents and for recording in their learning profile.

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

Children are happy and eager to attend the nursery. They and their parents are welcomed to the nursery as they arrive in the morning. A secure settling in procedure gives staff

valuable information on the children's individual dietary needs, family make up, preferences likes and dislikes, as well as their capabilities. The nursery has a parents' room where parents can stay and watch the nursery in operation from the internal close circuit television. This helps parents feel confident to leave their children at the nursery. Children build good relationships with their key person ensuring that they depend on the staff for reassurance. A staff member moved to the toddler room with the older babies ensuring a smooth move to the new routine. Children's behaviour shows that they feel safe within the setting. The staff in the pre-school room describe how they have developed an area of the room as a 'friends stop' so children notice that their friends need some emotional support. Staff are good role models ensuring that they speak respectfully to the children, which encourages children to behave well. They have obtained books about different families to help children feel included.

Children's well-being is effectively supported. The environment is light, comfortable, secure and suitably resourced supporting their all-round development well. Children, including the babies, have the opportunity to have some fresh air daily. Lunch time is a pleasant social time with children serving their own meals, sitting with the staff and having conversations about home. The nursery chef ensures that there is a healthy and varied diet. Menus are displayed, all dietary requirements are met and place mats with the children's names and photographs give staff valuable indications of each child's health needs. Children competently clean their teeth after lunch managing their personal care routines well.

Children have valuable chances to learn about the community in which they live as they frequently visit the local park and occasionally the theatre to see a suitable production. Children learn to walk safely on the pavements and follow the safety instructions given by the staff during their walk. Children celebrate their festivals and those of their friends. Parents are encouraged to share their festivals with the children and they enjoyed seeing and hearing about a parent wearing a sari. A recent successful visit from the local police force was arranged through a parent.

Staff develop close links and share information with the other early years provisions the children attend, as well the local schools the children are due to enter. This liaison enables the nursery to be well informed of the children's needs and prepare the children well for their move to school.

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

The leadership and management of the nursery safeguard children effectively, making sure staff understand their responsibilities to keep children safe. The nursery has secure systems to ensure that the ratios of staff to children are correct at all times and to meet the needs of the children. The company ensures that supernumerary staff are on duty every day and bank staff are available for unplanned absences. There are well established maintenance systems to make sure the premises are suitable and comfortable for the children. When part of the heating system failed the company took immediate action to

ensure that the full heating was working as quickly as possible. They put in extra heaters and kept the heating on over night to ensure the premises stayed at a comfortable temperature for the children. Parents were fully informed of the issues relating to the heating.

The manager, with the support of the quality assurance manager and the operational director, monitors staff performance on a regular basis to ensure that all understand and implement the Early Years Foundation Stage so that children make good progress in their learning and development. The manager carries out regular monitoring meetings and appraisals to identify areas for improvement. This monitoring ensures that staff training is focused on the areas required. There is a strong emphasis on the professional development of the nursery workforce. Staff related how a recent team meeting included looking at the environment from the height of a young child and from this they ensure that there are improved opportunities for children to have easy access to the toys of their choosing. The nursery regularly completes detailed self-evaluation which includes contributions from staff, parents and the children. This system effectively provides information for a clear and successful improvement plan. For example, plans are progressing well to enlarge and re-equip the outdoor area which will widen the opportunities for children's learning outside.

The partnership with the parents is very good. The 'open door' approach enables parents to talk with their key person and other staff as and when they need to. The 'parent welcome pack' provides the initial information about the nursery and its provision. The daily information sheets keep them informed about their children's day and their development. Regular newsletters and the information on the website keep parents up-to-date and include useful information on the Early Years Foundation Stage. The nursery provides parents' evenings to enable them to discuss their children's progress. Other social occasions and open days are offered to engage parents and other family members further in the nursery's work. These communications and events provide a positive shared approach to children's learning experiences both at home and in the nursery. The nursery has strong links with outside agencies and support networks. The nursery works closely with other professionals to support children's individual needs.

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	EY423224
Local authority	Surrey
Inspection number	896771
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8

Total number of places	84
Number of children on roll	128
Name of provider	POSITIVE STEPS CHILDRENS DAY NURSERY LIMITED
Date of previous inspection	06/09/2011
Telephone number	01483 569112 or 07932395668

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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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