

# Positive Steps Day Nursery

St Joseph's Church, Cookham Road, Maidenhead, Berkshire, SL6 7EG

<b>Inspection date</b>	02/07/2013
Previous inspection date	25/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to obtain appropriate background checks for some staff as required, which has the potential to affect children's welfare.
- The provider is not meeting the legal requirement to notify Ofsted of changes to persons managing the nursery, which impacts on children's welfare.

### It has the following strengths

- Children demonstrate that they enjoy their time in the nursery. Staff are caring and supportive. They are helping children to make sound progress in their learning.
- The new manager is beginning to make positive changes and has clear aspirations for further development to improve the quality of provision 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play activities and welfare routines in all rooms and outside.
- The inspector completed a joint observation of play activities with the manager.
- The inspector held meetings and discussions with the manager, other members of the management team and staff at appropriate points during the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector sampled a range of documentation, including children's assessment records, planning documentation and evidence of staff suitability.

## Inspector

Gill Little

## Full Report

### Information about the setting

Positive Steps Day Nursery registered in 2003. It is one of seven nurseries run by Positive Steps Children's Day Nurseries Limited. It operates from five rooms over two floors in St Joseph's Centre, situated close to the centre of Maidenhead, Berkshire. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and is caring for 120 children in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register, although there are no older children currently on roll. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. It is open each weekday from 7.30am to 6.15pm for 51 weeks of the year. It is closed on bank holidays and for a week at Christmas. The nursery employs 20 staff, of whom 13 hold relevant qualifications.

### What the setting needs to do to improve further

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

- ensure that all staff aged 16 and over, including those working directly with children and others working on the premises, have appropriate background checks in place and obtain new checks through the Disclosure and Barring Service where such checks are not in place.

### Inspection judgements

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

Children demonstrate that they enjoy their time in the nursery. There is a range of suitable resources in all rooms, which encourages children to explore and be curious. The new manager is taking steps to improve resources and to re-organise the use of space to enhance children's learning experiences further. Older children engage readily in imaginative play, cooperating with others and sharing resources. Staff encourage them to care for baby dolls sensitively, which helps them to learn how to be kind to others. Staff talk to children routinely about numbers, such as their ages when they reach their birthday, which promotes their mathematical skills. Some staff confidently use open-ended questions to challenge children's thinking, such as asking them how they can use construction materials to make a boat. Children learn to how to thread string through holes with close support from staff, which helps them to develop their smaller muscle movements. They enjoy taking part in a bear hunt game outdoors, which provides an opportunity to bring a familiar story to life while benefiting from some exercise and fresh

air.

The new manager is taking steps to extend the time available for children to access the small outdoor play space. Two-year-old children enjoy stories that the staff enhance with the use of puppets. This approach engages children's interest and enhances their communication skills. Babies and toddlers play with age-appropriate resources under suitable guidance and support from staff. They enjoy a range of sensory activities, such as exploring paint, glue, glitter, sand and pasta. Staff talk to them routinely about their play, introducing new vocabulary and praising their efforts. They help children to develop their physical skills appropriately, such as scooping sand using spoons or playing in the garden.

Staff gather useful information from parents when children first start in the nursery about their levels of development. They make regular observations of children's progress and identify their next steps, which they link into planned activities. Key persons have a suitable understanding of children's achievements and levels of development. They encourage parents to share information from home about their children. They keep parents regularly informed of children's progress through parent evenings. Required progress checks are in place for two-year-old children. Appropriate procedures are in place to support children with special educational needs and/or disabilities and those learning English as an additional language. The nursery works closely with outside agencies to provide additional support where necessary. As a result of all these procedures, children are making suitable progress in their learning. The nursery is supporting older children appropriately in preparation for school.

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

Staff are caring and supportive but the nursery has failed in its duty to obtain appropriate background checks for some staff, which puts children at risk of harm. There has been a high turnover of staff in recent times, although children demonstrate that they do have some suitable emotional attachments with staff. As a result, they show some confidence and self-motivation during their play activities. Children gain positive social skills and an appropriate understanding of behavioural expectations. Appropriate and gradual settling in procedures help babies to become used to the nursery environment and to staff. The key person, or the second key person, is always present to promote continuity for the youngest children. Suitable arrangements are in place to support children when moving to a new room or on to school. Key persons exchange information with each other or with school teachers to promote continuity during times of change.

Children enjoy a healthy diet, such as rice cakes, at snack time and chicken with vegetables for lunch. Staff supporting the younger children supervise them closely and help them to eat as necessary. The quantity of food is suitable to meet their individual requirements. Appropriate procedures are in place to support children with special dietary needs. The new manager has provided positive guidance to staff to improve children's experiences during snack and mealtimes. All children play outdoors on a daily basis under suitable supervision of staff. Older children show that they are familiar with routines to wash their hands, such as after painting activities. Staff supporting younger children

change their nappies when necessary and have a sensitive approach to this routine. Nappy changing and toileting areas are suitably clean and hygienic, which helps to promote children's good health.

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

There has been a failure in procedures to obtain appropriate background checks for some staff, including those working directly with children and others working on the premises. This is a breach of legal requirements and potentially puts children at risk. This breach also relates to the compulsory and voluntary parts of the Childcare Register. There has been a high turnover of staff and managers during recent times. Parents are dissatisfied with this situation, stating that it can unsettle their children. The provider is not meeting the legal requirement to notify Ofsted of changes to managers. Therefore, the provider does not promote children's welfare sufficiently. The new manager is beginning to make some positive changes and has clear aspirations for further development. The management team demonstrates an understanding of its responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage and shows capacity to address current weaknesses.

Staff have a suitable understanding of safeguarding children procedures, such as possible symptoms of children at risk and how to report concerns. Daily safety checks and annual risk assessments help to keep children safe. The premises are safe and secure and staff provide suitable levels of supervision both indoors and in the garden. The nursery management maintains staff to child ratios appropriately. The new manager demonstrates that there are suitable numbers of qualified staff. He has taken steps to improve staff deployment, such as encouraging staff in adjoining toddler rooms to work more flexibly with each other throughout the day. He is planning to enhance deployment further by reorganising qualified staff across the nursery to provide a better balance of experience. Appropriate procedures are in place for staff to take charge in the manager's absence, including having an acting deputy manager.

Some staff state that induction procedures have not been rigorous to help them fully prepare for their roles and responsibilities. The new manager is ensuring that new staff now have appropriate support when they first start. In addition, he is providing feedback to some staff to help them improve their practice. He is arranging further training for all staff to promote their professional development further. All staff have safeguarding training and many have first aid training to provide appropriate support for children when needed. The new manager is appropriately monitoring the delivery of the educational programmes and children's assessments, which promotes continuity. Suitable procedures are in place to identify children requiring additional support to help close gaps in achievement levels.

The manager is evaluating practice within the nursery on an ongoing basis and identifying some areas for further improvement. He is planning to involve staff, parents and children in the self-evaluation process, such as carrying out surveys, to take account of their views.

The nursery provides suitable information to parents about its practices and their children's progress. Staff provide some support to parents through discussion to enhance children's learning and development at home. The nursery works appropriately with other settings that children attend or to which they will transfer. For example, they welcome other professionals to visit the nursery to promote continuity for children between settings.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- have effective systems in place to ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- have effective systems in place to ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with, children: is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

## 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 action. 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

<b>Unique reference number</b>	EY243905
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	925228
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	90
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Positive Steps Children's Day Nurseries Limited
<b>Date of previous inspection</b>	25/01/2013
<b>Telephone number</b>	01628 623777

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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, which are usually the childminder's 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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