

# Stepping Stones Day Nursery

17 Whitehall Road, Thornton Heath, Surrey, CR7 6AF

## Inspection date

12/06/2013

Previous inspection date

28/10/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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

- The nursery offers a welcoming and inclusive environment for children. They have access to a wide range of good quality play materials and resources.
- Children make good relationships with staff and each other. They are happy and settled in the nursery.
- Children take part in a balanced routine over the day and enjoy a variety of indoor and outdoor activities during the day.
- Staff support children to use their imaginations well during their play.
- Staff have a responsible attitude towards promoting children's safety. They have a suitable understanding of child protection concerns and the policies in place to promote children's well-being.

### It is not yet good because

- Staff have not fully developed strategies for engaging all parents in their child's learning.
- Staff do not always promote children's understanding of how to promote their good health through robust hygiene routines.
- Staff do not make the most of opportunities to extend and support children's learning and independence during free play activities and daily routines and do not always interact well with children to challenge them fully at all times.

- Children do not currently have a wide range of opportunities to learn about and use everyday information and communication technology (ICT), in order to develop their understanding of the world.
- Staff do not take all opportunities to extend children's understanding of number, for example, by counting and calculating in everyday routines.

### 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.

### Inspection activities

- The inspector observed children taking part in activities indoors and outside in the garden.
- The inspector held discussions with the manager and members of staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector looked around the premises.

### Inspector

Rebecca Khabbazi

## **Full Report**

### **Information about the setting**

Stepping Stones Day Nursery is a privately run nursery. It opened in 2004 and operates from a converted house in a residential area in Thornton Heath, within the London Borough of Croydon. There are two playrooms, one of which is on the first floor of the building. Children have access to an enclosed outdoor play area.

The nursery opens each weekday from 8am to 6pm for 51 weeks of the year. It is registered on the Early Years Register. There are currently 22 children in the early years age range on roll, some of whom are in part time places. The nursery supports children who speak English as an additional language. It receives funding for the provision of free early education to children aged three and four.

There are six members of staff who work with the children, including the manager; of these three hold relevant early years qualifications. The manager has an early years foundation degree.

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

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

- improve staff's understanding of how to develop and extend children's learning through every day activities and incidental play opportunities, in order to challenge children well, and fully promote their critical thinking.

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

- increase parents' involvement in children's learning, for example, by making sure they are regularly kept up to date about their children's progress and what they need to learn next,, and by providing suggestions of how to support this learning at home
- enhance opportunities for children to count during everyday activities, for example, during mealtimes, to develop children's understanding of number
- enhance staffs' understanding of how to develop and extend children's learning, such as by promoting their independence through every day activities and incidental play opportunities, in order to challenge children and build on their skills
- increase opportunities for children to acquire basic skills in using every day ICT in order to further promote their understanding of the world

**Inspection judgements**

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

Staff gather detailed information about each child's background, needs and starting points before they begin nursery. For instance, they ask parents to complete 'All about me' forms for their child and talk to them during settling in visits. This ensures staff are familiar with children's individual needs and provide appropriate care. Staff make sure that children take part in a suitable variety of activities and experiences over the course of the day. They observe children's achievements and plan special activities based on individual children's next stages in learning. They use these focus activities appropriately to support children's development and help them make steady progress overall in relation to their age, starting points and capabilities. Staff do not always make the most of opportunities to extend children's learning during their freely chosen activities and daily routines. This means that although children play happily during these times, activities do not always fully challenge them and help them make as much progress as possible. Staff talk to parents every day and provide daily written reports for younger children that include details of

activities and routines. Parents can ask to see their child's file at any time. However, staff do not currently keep all parents up to date with their children's individual next stages in learning or provide ideas for how they can support these at home. This means parents are not always as fully involved in their child's learning as possible.

Children learn some useful skills and attitudes that help prepare them for school or the next stage of learning. Staff support younger children's language development effectively when they talk and sing to them as they play. They encourage older children's enjoyment of songs and stories and children gain confidence as they sing their favourite song to the group. Older children draw and write both indoors and in the garden and they put their name on the board when they arrive each morning. Staff include children who speak English as an additional language appropriately by finding out key words that they use at home and speak to children in their home language where they can. Staff encourage children to count using a number line on the wall and some children count confidently to 10. However, staff do not always make the most of routines such as snack time to encourage older children to solve problems, such as working out how many more forks they need. Younger children begin to learn about shape and size when staff sit and help them with puzzles or simple games.

Staff plan a range of activities to help children find out about the world around them. Children learn about different forms of transport and have fun making their own 'human train' outside. Young children explore in the earth with a fork outdoors and have fun with a huge pile of shredded paper inside. Older children are keen to look at things closely with a magnifying glass but at present, children do not have access to a wide range of everyday ICT to support their understanding of the world. Children make dragons to celebrate Chinese New Year and dance to traditional music. Older children become absorbed in their play as they carefully pour sand and water to make a wheel move round, but staff do not always question and talk to them to extend their learning. Children use their imagination when they dress up in the role play area or develop a game with the dinosaurs. They benefit from a balanced daily routine and play outside every day. They enjoy their time at the nursery.

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

Children have good relationships with staff and play happily with their friends. Staff are caring and sensitive to children's individual needs. Younger children benefit from consistent carers who follow their familiar home routines. This supports children's physical and emotional wellbeing. Children quickly become familiar with the routines and expectations of the setting. They sing a song that reminds them of the rules at circle time and remember to take turns as they play. Staff are consistent and respond promptly to help children resolve any disputes, which helps children learn to behave well.

The nursery is welcoming, clean and well maintained. Staff are vigilant about supervising children at all times, for instance then they are using the bathroom. They conduct daily checks of the premises to make sure all areas are safe and there are no hazards. Staff organise resources effectively to create an interesting play environment and so that

children can easily select a variety of toys and play materials for themselves. As a result, children have some useful opportunities to be independent, although staff have not fully developed all possible opportunities for children to be independent in all areas, such as at snack time. Children develop a suitable understanding of risks and how to keep themselves safe when they remember to hold the rail carefully as they walk down the stairs. They take part in regular fire drills so that everyone knows what to do in an emergency.

Children's health is effectively promoted in some ways. Children learn to manage their own personal needs when they wash their hands before they eat. However, the hand washing routine is not well organised to prevent children from cross contamination. Children do not always use the soap available to wash their hands and they all have their hands wiped with the same flannel. This does not give children good messages about how to promote their own health. The nursery take appropriate steps to support children's nutrition. For example, children enjoy a good selection of fruit at snack time and their favourite spaghetti bolognese for lunch. They enjoy practising their physical skills outside as they pedal bikes, have a turn on the slide or play a game with a ball.

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

Children's welfare is appropriately safeguarded. There are secure procedures in place for recruitment, and induction of new staff which help ensure that enough staff are qualified and all staff are suitably vetted. All staff take part in child protection training. This ensures that they understand their responsibilities towards the children at the nursery and know what steps to take if they have concerns about a child. All required paperwork that supports the smooth day to day running of the nursery is in place.

The management team monitor staff performance by observing them as they work and offering regular supervision and annual appraisals. Staff have access to local training courses. This means that staff are appropriately vetted, trained and supported. Staff show a satisfactory understanding of the learning and development requirements, for example they plan activities that generally cover all areas of learning. They complete appropriate assessments and monitor all children's progress closely, for instance using tracking sheets, though they do not always share these with parents.. The management team show an appropriate commitment to improving the nursery and they recognise the benefits of continuing to develop staff's knowledge and skills. They have taken necessary steps to meet actions set at previous inspections so that all requirements are met. They are in the process of developing more rigorous systems to monitor and evaluate the nursery and reflect further on their practice.

Staff have positive relationships with parents. Parents have access to a wide range of information about the nursery through the prospectus, notice boards and newsletters. They comment that staff are friendly and approachable and they are happy with the care provided. They feel their child is safe and well-cared for at the nursery. Staff understand the importance of working closely with other settings and professionals where appropriate.

so that children experience a consistent approach to their learning and care.

## 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>	EY298689
<b>Local authority</b>	Croydon
<b>Inspection number</b>	909527
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Quinary Ltd
<b>Date of previous inspection</b>	28/10/2010
<b>Telephone number</b>	0208 689 8001 mob 07815 951 610

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

