

Positive Steps West Byfleet

West Hall, Parvis Road, WEST BYFLEET, Surrey, KT14 6EY

Inspection date	09/09/2013
Previous inspection date	Not Applicable

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		Not Applicable
The effectiveness of the leadership and management of the early years provision		1
		2
		2

The quality and standards of the early years provision

This provision is good

- The directors and managers of the nursery show passion and enthusiasm to provide children with a stimulating and safe play environment.
- Children's outside play areas are of a high standard with high quality and interesting resources such as a water features, allotment areas and play roads for practising their bicycle peddling skills.
- Children are safe because there is a strong emphasis placed on the safeguarding of children, by experienced well-informed staff.
- Children settle quickly and make rapid progress because of staff's excellent knowledge and understanding of child development and how children learn.
- Partnership with parents is particularly strong in sharing information about children's development and progress.

It is not yet outstanding because

- Staff do not always provide children with extensive opportunities for children to collect items and record what they see on nature walks.
- Children are able to express their feelings but do not have access to a very broad range of sensory resources to do so.

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 made observations of the children while they were engaged in activities in all play areas.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents through discussion with them.
- The inspector carried out a joint observation with the manager.

Inspector
Gillian Cubitt

Full Report

Information about the setting

Positive Steps West Byfleet registered in 2013 and is one of seven nurseries run by Positive Steps Children's Day Nursery Limited. The nursery operates from self-contained premises in West Byfleet in Surrey. Children are cared for in four age-related base rooms over two floors. All children share access to an outside play area.

The nursery serves families from the local community and surrounding areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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. Children may attend for a variety of sessions.

There are currently 82 children on roll aged from four months to four years. The nursery accepts children from six-weeks-old. The nursery welcomes children with special educational needs/disabilities and those who speak or hear English as an additional language. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The nursery employs 18 members of staff overall. Of these, 13 hold relevant childcare qualifications from level 3 to degree level. Two staff hold Early Years Professional Status. There are three members of staff who are currently working towards a childcare qualification.

What the setting needs to do to improve further

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

- enhance further the excellent practice of engaging children in nature walks by providing them with more resources for them to record and collect items that interest them

- provide more opportunities for children to experiment and express their feelings with a variety of sensory resources.

Inspection judgements

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

Children show high levels of independence, curiosity, imagination and concentration. The educational programmes reflect rich, varied and imaginative experiences that meet the needs of all children. Staff's excellent understanding of the Statutory Framework for the Early Years Foundation Stage helps them to plan effectively around children's interests and abilities. This ensures that teaching continually challenges children so they make rapid progress in their learning and development. Staff record children's progress against each area of learning, which helps them to identify if there are any gaps or delay in their development. Staff work very closely with outside professionals to enhance and support children's learning. This is particularly so when staff identify children who may have special educational needs to enable them to implement early action plans to give children extra support.

From the time they arrive, children are eager to explore and they meet every new challenge with real enthusiasm. Babies and young children use staff as a secure base from which to explore independently in their playrooms. For example, babies explore baskets of smooth wooden and other natural resources while staff read stories or sing songs. Staff show skill, knowing when to interact with children to extend their play and learning, and when to allow children to play and explore without direct adult involvement. Therefore, children are highly engaged in their play, challenged and become independent learners. Pre-school children become independent learners and show particular skills using interactive computer resources. They demonstrate friendly behaviour, confidently approaching visitors to introduce themselves.

Children's speech and language skills develop really well. Babies frequently imitate sounds as staff enthusiastically read stories and sing songs. Older children enjoy playing guessing games, such as 'what is in the bag' and confidently explain how they would use the item they describe. For example, they eloquently explain the uses of a wooden spoon for stirring, cooking and making cakes. Children with speech delay have gentle encouragement with the use of pictures and some staff use sign language. All children love books and they make their own choices, sit down and turn the pages, looking at the pictures. Children love to sing rhymes and songs. Very young children listen to gentle classical music while they play which gives a calm, relaxed atmosphere. Older children often include percussion instruments in their musical activities, which enables them to develop skills in time and rhythm. They also develop their number skills in their everyday play and purposeful activities such as cooking.

Children become highly involved in the outside environment using exceptional resources to develop their physical development in every way. Children also benefit from going on nature walks, although they would benefit from having more resources for them to collect items or make notes about what they see to extend their understanding of the world. They watch in wonder at the raindrops on the spider's web and the slugs that appear in the wet weather.

The nursery recognises and highly values the role of parents, which results in an excellent partnership with parents. They work closely together to exchange information about their children. For example, all parents receive an offer of a home visit prior to children starting, which aids the children's settling in to nursery from home. The key person prepares a record for parents of the individual routine for their baby and all staff welcome parents

with a brief synopsis at collection time. Parents have access to children's learning journal, which they are able to take home to read in their own time. Parents and children take home activity bags to continue learning at home. Parents are also encouraged to make suggestions for activities for children, which are included in the staff programme of planning. Parents' evenings are also a success, enabling them to contribute to their children's progress. Conversations with parents confirm they are very impressed with the level of communication and they feel fully involved in their children's learning.

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

A secure key person system helps children to form strong attachments to individual staff members and promotes children's well-being. The settling-in programme is a particular strength and enables children to identify with their main nursery carer. This eases their introduction to the nursery, as staff are sensitive to the emotional attachment children develop and need with their key carer. Consequently, as children progress through the nursery, they carefully plan the room moves with the help of parents. Recent initiatives also support children's move to their reception class. Teachers supply school uniforms for the dressing up box so that children can practise putting on their uniform and become accustomed to the dress code of their next school. Their emotional health is supported by caring staff who use play areas generally well for children to play and rest. Children play with resources to stimulate their senses although they lack opportunities to explore light and dark areas to fully relax and express their feelings.

Children learn early road safety by putting on safety hats before peddling their bicycles along the marked path. They also learn how to throw balls and play safely with sand. Consequently, children become aware of risks as well as developing healthy bodies through rigorous exercise. Meals and snacks are fully nutritious and are freshly prepared each day in the nursery kitchen.

Children behave well with key carer's gentle guidance helping them to share, take turns and show consideration for others in the community. They enjoy visits to the local elderly persons' home where they participate in projects such as the national launch to protect bumble bees. Children build relationships with others as well as developing an awareness of their world and the needs of small creatures. Children's understanding about different people and communities comes through the exploration of special celebrations and cultural and religious festivals of the children who attend. They include different languages in their morning welcome song and enjoy opportunities to learn to speak Spanish.

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

The directors and managers ensure children's safety is a priority and their protection is secure in all areas. All staff have a good understanding of the nursery's policies and procedures. Managers regularly check staff's safeguarding knowledge as well as involve them in the reviewing of policies. Consequently, all members of staff know their roles and

responsibilities in keeping children safe from harm. Robust recruitment and induction means that staff are suitable to work with children. The setting has keypad entry and managers regularly change the number for children's extra security. The closed circuit television system in all rooms also enables staff and managers to have an overview of all areas to ensure all children are safe. It is also a positive aid for parents to view while their children settle to feel reassured about their child's happiness. These procedures further protect children's safety and well-being.

The manager oversees the quality of the educational programmes exceptionally well to meet children's changing needs. The nursery is relatively new and managers show they are keen to support staff in their professional development to improve the provision for children. Supervision sessions and appraisals for all staff are now organised. Managers recognise the training needs of staff and enable them to access courses and training events that are best suited to their individual interests and development needs.

The nursery fosters good partnerships with external agencies, which enables them to support children with special needs and/or disabilities when required. The nursery also has strong links with local schools and the local authority advisor. Partnerships with parents are well established. They receive packs of documentation and information both in hard copy and electronic formats, such as email. There is always an 'open-door' approach, which enables parents to feel involved in the nursery. Parents willingly say they think highly of the staff and the nursery. Comments, such as 'staff are friendly, helpful and approachable' confirm parents' views.

Self-evaluation is rigorous and clearly identifies areas of strength and those for continuous improvement. Children and parents have plentiful opportunities to contribute towards the development of the nursery through verbal feedback, parental questionnaires and discussions.

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 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

Unique reference number	EY460544
Local authority	Surrey
Inspection number	909006
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	82
Name of provider	Positive Steps Children's Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	07932 395668

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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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