

Stepping Stones Private Day Nursery

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

Inspection date	04/09/2013
Previous inspection date	02/01/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
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

- Risk assessments are not sufficient to identify and address all hazards that might cause harm to children, in order to keep them safe at all times.
- Practitioners do not consider children's individual needs when planning activities and experiences. This means children's welfare, learning and development needs are not always well met.
- Practitioners do not ensure that all children whose progress gives cause for concern are given sufficient support. This means children do not always make appropriate progress in their learning and development.
- The key person system is not effective in ensuring that child's learning and care needs are consistently met, particularly during settling-in periods.
- Hygiene procedures are not rigorous enough to prevent cross-contamination. This means children are not adequately protected from infection.
- Suitability checks for volunteers and students are not routinely checked and assessed to fully safeguard children.

It has the following strengths

- Children get plenty of fresh air and exercise as they enjoy outdoor play.

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 had a tour of the premises and discussed how the setting works.
- The inspector talked to the owner, manager, practitioners and parents throughout the inspection.
- The inspector observed children at play in each of the units, both indoors and outdoors, and talked to children and practitioners.
- The inspector discussed lunch and snack time arrangements and also watched the children having lunch and snacks.
- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documents and records.

Inspector

Caroline Midgley

Full Report

Information about the setting

Stepping Stones Private Day Nursery was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted building in Boothtown, Halifax, and is privately owned. The nursery serves the local area and is accessible to all children. Children are cared for on the ground floor and the first floor, and there is an area available for outdoor play.

The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 42 children on roll, 33 of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

A Welfare Requirements Notice was issued, asking the provider to;

assign a key person to each child who ensures that their learning and care, particularly during settling-in periods, is tailored to meet their individual needs.

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

- ensure risk assessments are sufficient to identify all hazards that might cause harm to children and how these will be addressed
- ensure children's individual needs and stage of development are considered, and use this information to plan a range of challenging and enjoyable experiences for each child to promote their learning and development
- ensure that practitioners complete the progress check at age two, and ensure any child whose progress in the prime areas of learning gives cause for concern is given sufficient support within the nursery; practitioners must discuss children's progress with parents and help them access specialist support or other agencies as appropriate
- ensure hygiene procedures are rigorous enough to prevent the spread of infection
- record information about staff qualifications and the identity checks and vetting processes that have been completed, including the Disclosure and Barring Service Check, reference number, the date a disclosure was obtained and details of who obtained it
- ensure that all staff receive induction training to help them understand their roles and responsibilities; this must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues.

Inspection judgements

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

Practitioners are beginning to observe and assess children. However, children's development is not as good as it should be, given their starting points. Practitioners do not

tailor activities and opportunities for children's individual needs, or ensure children quickly benefit from the specialist services of outside agencies, for example, speech therapists. This means that some children do not make adequate progress and are not well prepared for their next stage in learning. However, the newly appointed manager and recently appointed room leaders are enthusiastic and plan to put systems in place very shortly to address this.

The quality of teaching is variable. Although practitioners provide activities that promote all areas of learning and development, the activities are frequently not carried out in a way that helps all the children learn well. For example, a group of children enjoy joining a baking activity. There are some opportunities for children to develop their personal and social development by taking turns, as well as some number skills as they weigh ingredients. However, the activity is poorly organised and does not consider the range in children's ages and learning needs. In addition, not all practitioners have a clear understanding of how children learn effectively by, for example, playing, learning and exploring alongside them and by using a question which can have more than one answer. This reduces children's opportunities to learn to communicate well and to reason. As a result, children lose interest in the activity and move on to something else.

However, there are occasionally times during the children's day when some activities are well matched to children's needs. For example, a practitioner reading a book to children who speak English as an additional language encourages and engages them, for example, by introducing them to new vocabulary.

Practitioners have adequate relationships with parents. They talk to parents about what their child has been doing on a daily basis. However, because practitioners do not have a clear understanding of what they need to provide each child to help them make appropriate progress, they cannot advise parents on what they can do to support their children's learning at home. Practitioners are beginning to record observations of children's progress, and some are beginning use these to assess children's developmental stage and track their progress. However, practitioners do not complete the progress check at age two. This means parents are not adequately informed about their children's progress and there is sometimes a delay in accessing additional support that children may need from external agencies.

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

Although practitioners have carried out risk assessments, they have not considered all risks present. For example, an oven in the main room is accessible to children. Although practitioners try to use the oven while children are outdoors, or try to use furniture to keep children away from the oven, these controls are not adequate as children are able to pass through the room to access the bathroom and remain at risk of burning themselves.

The key person system is not effective. Although children are eventually assigned a key person, this does not occur until the children have been attending the nursery for a few weeks. In addition, key persons do not routinely provide primary care for their key children. This means children do not build up strong relationships with their key person

and are frequently upset when they arrive. Parents and carers are warmly welcomed into the nursery, but because the key person system does not work well, communication with them is not effective and transitions within the nursery and between the nursery and other providers, such as school, are not well managed. Parents are kept adequately informed about the nursery's policies and procedures, which are available in the entrance for parents to read.

Children enjoy outdoor play. There is a calm and happy atmosphere outdoors and children have opportunities to get plenty of fresh air and exercise. All children have opportunities to play outdoors. Some children listen to a story and a practitioner helps other children build models from construction bricks. They count the bricks and discuss the shapes they are making with the bricks. Two children walk hand in hand around the garden looking at the plants. A young child balances on the climbing equipment and a practitioner and a child look for mini-beasts on the path, exploring and investigating together. Therefore, the provision outdoors covers many areas of learning. However, the outdoor area is not a secure environment for children because a gate from the garden is not locked. In addition, access to the garden is via a ramp and steps, the top and bottom of which there are gates that are difficult to operate. This means it is difficult for adults and children, especially those with disabilities, to access the garden area safely. This puts children's safety at risk because they could fall down the steps as they try to open the sticking gate. The top of the stairs to the pre-school room is also secured by a gate that is difficult to operate because of its position and because the bolts jam. There is no system to prevent parents or visitors from leaving the gate unlocked. This again compromises children's safety. Generally, children behave well in respect of their ages and understanding. They begin to learn right from wrong as practitioners encourage them to share with their friends and consider each other's feelings. However, practitioners do not always encourage children to consider risks. For example, they do not explain to children that they might hurt themselves or others if they run quickly indoors pushing pushchairs. This does not help them learn about how to keep themselves safe.

One of the concerns which led to the inspection was about the standard of hygiene in the nursery. The inspection found that although children are each given a clean flannel at lunchtime, they sometimes use each other's. This means that hygiene procedures are not rigorous enough to prevent cross-contamination. Children enjoy mealtimes, which are generally a positive experience. Meals are nutritious and freshly prepared onsite. Practitioners support children as they help themselves to food. This helps give children a feeling of independence and increases their self-esteem. However, practitioners encourage children to help themselves to very large portions. This means children do not learn about healthy diets. In addition, systems to prevent cross-contamination between the food suitable for children with special diets and food unsuitable for their needs are not robust. This puts children's health at risk.

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

The registered provider does not ensure all the requirements of the Statutory framework for the Early Years Foundation Stage are met. This inspection was brought forward

following a number of concerns received by Ofsted relating to staffing ratios and procedures to keep children safe and healthy. Managers do not ensure risk assessments consider all risks present, and therefore do not ensure children are safe. This also applies to the Childcare Register. In addition, children's health is put at risk because management does not monitor practice sufficiently to ensure hygiene standards are sufficient to prevent cross-infection. Staffing ratios were appropriate during the inspection.

The registered provider does not always make appropriate checks to ensure adults working with children are safe to do so, although unchecked volunteers do not work unsupervised and therefore reduce the impact on children's safety. Practitioners have a basic understanding of child protection procedures and they are aware of whom to inform if they have concerns, but risk assessments are not effective and the new manager has not been in post long enough to assess that practitioners understand their roles and responsibilities.

The registered provider has made some progress towards meeting actions set at the previous inspection and additional visits, but the quality of support for children's learning and development remains inconsistent and at times ineffective. For example, practitioners do not currently tailor the activities and learning experiences for each child, and the new manager has not been in place long enough to put in place effective systems to monitor and support practitioners. There are not yet sufficient links other services, to ensure children's needs are adequately met. However, the newly appointed manager, deputy manager and room leader are enthusiastic and are working with the local authority to improve outcomes for children.

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:

- ensure that the premises and equipment are safe and suitable for childcare (compulsory part of the Childcare Register)
- implement effective systems to ensure that 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).
- ensure that the premises and equipment are safe and suitable for childcare (voluntary part of the Childcare Register)
- implement effective systems to ensure that 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

Unique reference number	303706
Local authority	Calderdale
Inspection number	929155
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	42
Name of provider	David Charles Marsden
Date of previous inspection	02/01/2013
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, 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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