

# Positive Steps

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

<b>Inspection date</b>	16/09/2013
Previous inspection date	04/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Arrangements for safeguarding the children are good. Therefore, children feel safe and secure in the nursery.
- Staff ensure children's individual needs are identified and met effectively. As a result, children feel happy and settled.
- Children benefit from the successful partnership between the staff and parents, ensuring key information is shared between them.
- Children are welcomed into an environment where they are all valued and included.

### It is not yet outstanding because

- The staff do not consistently provide older children with a good range of stimulating and exciting resources. As a result, they occasionally miss opportunities to provide challenging learning experiences that meet children's individual needs.

## 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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector took account of the written views of parents and those spoken to on the day.

## Inspector

Alison Large

## Full Report

### Information about the setting

Positive Steps registered in 2011 and is one of seven nurseries run by Positive Steps Children's Day Nursery Limited. The nursery operates from a building in the Guildford area of Surrey. Children are accommodated in four age-related base rooms and all children have access to a recently refurbished enclosed outdoor 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. Children may attend for a variety of sessions. There are currently 133 children in the early years age group 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 children aged two, three and four years. There is a total of 17 staff employed to work with the children with nine members of staff qualified to level 3. One member of staff holds an early years foundation degree and two have 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:

- strengthen the provision of resources in the pre-school room so that activities are challenging and reflect the needs and interests of all children.

### Inspection judgements

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

Children arrive happily at the nursery and settle well. Overall, they are gaining in confidence and are keen to join in activities, developing relationships with each other and staff. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. Babies have lots of opportunities to explore resources using their senses. They touch and handle toys discovering how things make a variety of noises and have different textures. During creative play children are able to experiment with a variety of textures including paint, cornflour and water to make 'gloop', dough and cooking. Younger children are beginning to use tools such as paint brushes and glue sticks with confidence. The older children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Children develop good communication skills and chat happily both to one another and to adults. Overall, adults are good at getting down to the children's height when talking to them. Most gain eye contact with the children before

talking and encourage children to listen to what they are saying. This approach contributes to the building of good relationships and listening skills, helping children be well prepared for school

Staff base observational assessment and planning on children's interests, capabilities and individual needs. However, although the planning of activities covers the different areas of learning, these do not always consistently provide interest and challenge for the older children. This is due to fewer resources in the pre-school room. Use of a tracking sheet makes it clear to see the progress each child makes. The setting's good links with parents means they are kept informed of their children's day and their progress. The nursery has implemented the required progress check for two-year-olds.

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

The nursery has an effective key person system in place to help children settle and form secure emotional attachments. Staff discuss babies' routines with parents when the child starts and at regular intervals and staff ensure their wishes are met. Staff support children well and as they progress they become confident in their daily routines. They share daily information with parents to ensure they are aware of children's nappy changes, sleep times and food eaten, to keep them informed. Children feel safe and secure at the setting, because staff promote their safety effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure and discuss why they should not run indoors in case they hurt themselves.

Effective behaviour management systems are in place. Children behave well and form positive relationships with each other and staff. They are learning to share and take turns and interact well together. Children get to know what is expected of them and become confident to make choices and decisions. Children are learning about good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and staff keep thorough records of accidents and any medication administered. The nursery has a thorough medication policy in place and staff ensure all medication is stored appropriately. The nursery provides a good variety of healthy and nutritious meals and snacks, which are all cooked on the premises, and children benefit from the carefully balanced menu offered.

Children have daily use of a newly refurbished outside play area and daily physical exercise is included in the planning. Children enjoy the outdoor play opportunities; they can climb run and jump. Children are energetic and manoeuvre themselves with good levels of capability. Staff help support the children when they first join the setting and as they move into the older age groups. Staff liaise well with local schools for children about to start school to help prepare them for the move to school. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them for future

life and entry to school.

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

Children are safeguarded well, because the nursery staff prioritise their safety. Clear procedures are in place for recruitment and vetting of staff, which ensures all adults working with children are cleared as suitable to do so. The induction procedure for new staff ensures they develop a good awareness of the running of the setting and their role in providing good quality childcare. Through an effective appraisal system for all staff, they are encouraged to access training to further increase their skills. Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. The nursery ensures access to the premises is kept secure and that all staff, children and visitors sign in when inside the nursery. A range of policies and procedures are in place, including a clear safeguarding policy, and staff complete documentation and records to promote children's health and safety needs. All staff take responsibility and use vigilance and risk assessments to promote children's health and safety in each room, as well as outside. They provide children with an inclusive environment and teach them about valuing each other's differences. The setting promotes equality and diversity well. Systems for self evaluation, monitoring and evaluating the settings practice are in place to enable the nursery to identify their strengths and any area to develop. Recommendations from the last inspection have been met to enable continuous improvement to take place. The manager monitors the staffs planning, to ensure the planning of activities in each room is purposeful and respond to children's interests. Children's opinions are also sought and used to influence the planned activities and curriculum. Regular meetings with staff ensure that information is shared and that all staff can contribute to the decision making. Children are supervised well, and staff deployment is effective to ensure ratios are maintained.

Staff display information around the setting so that parents and children can feel a good sense of belonging. The partnership between parents and the nursery is very good. Parents are kept informed about daily routines and staff take the time each day to talk to parents about their children's day. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are happy with the progress their children are making. Effective systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning and continuity of care.

### **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

<b>Unique reference number</b>	EY423224
<b>Local authority</b>	Surrey
<b>Inspection number</b>	934904
<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>	84
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Positive Steps Children's Day Nursery Limited
<b>Date of previous inspection</b>	04/01/2013
<b>Telephone number</b>	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, 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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