

# Stepping Stones, Lewes Community Nursery Ltd

Southcourt House, Morris Road, LEWES, East Sussex, BN7 2AT

<b>Inspection date</b>	14/08/2013
Previous inspection date	Not Applicable

<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		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

- Health and safety procedures are not adhered to, which puts children at risk.
- There is no key person system, consequently tracking of children's learning and progression is limited.
- There are no effective systems in place for staff supervision to promote professional development
- Self-evaluation is weak and consequently the capacity for continuous improvement is poor.
- Partnerships with parents and others involved in children's learning are not fully effective.
- Observation, planning and the educational programme for mathematics is weak.

### It has the following strengths

- Staff form sound relationships with parents and families, as a result, children feel emotionally secure.
- Staff provide learning experiences outdoors, consequently children learn about the local community and the world around them.

## 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 viewed a selection of documents for policies and planning
- The inspector took into account the views of parents
- The inspector observed activities both indoors and outside
- The inspector took into account the views of staff
- The inspector held meetings with managers and the owner

## Inspector

Rachel Southern

## **Full Report**

### **Information about the setting**

Stepping Stones Lewes Community Nursery registered in 2013 and is privately owned. It operates from purpose built building with stairs to the first floor in Lewes, East Sussex. There is an enclosed outdoor play area. The nursery is open Monday to Friday, from 8am until 6pm, all round year. The nursery is registered on the Early Years Register. The nursery supports children with special educational needs and/or disabilities and supports children who speak English as an additional language. There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. The setting employ several bank staff.

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

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

- ensure the safety of children at all times, this relates to the availability of serious allergy medication when on outings.
- ensure a key person system is developed to ensure that every child's learning and care is tailored to meet their individual needs and make sure parents are notified
- improve observations so staff understand children's level of achievement, interests and learning styles, and then plan learning experiences for each child reflecting those observations
- ensure there is effective supervision for staff to provide support, coaching and training for the practitioner to improve practice.
- develop secure systems for monitoring and self-evaluation, to include contributions from staff, parents and children to foster a culture of continuous improvement to promote the interests of children
- develop the educational programme for mathematics, providing activities which promote children's abilities in weight, measure and numeracy.

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

- continue to develop opportunities for parents to view and comment on information about their child's progress.
- improve partnerships with external agencies and other providers to provide a consistent approach to children's development.

**Inspection judgements**

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

Educational programmes do not cover all seven areas of learning consistently. Provision for prime areas are sound while some specific areas, such as mathematics, are weak. Lead practitioners have gathered information from parents, such as children's speech and language progression. Consequently, activities are sufficiently matched to children's needs. However, the setting has not yet developed a key person system. As a result, not all staff are able to track children's learning and provide information for parents.

The process of observation and planning for activities is poor. Initial assessments, including the required checks for two-year-olds are in place. However, these are not used successfully to track children's progress. In addition, the provider is introducing a web-based system for tracking children's learning. Not all of children's development records have been uploaded and parents cannot currently access the information about their child's progress.

Staff provide a selection of activities for children, as a result they are enthusiastic to play and learn. For example, staff provide a range of physical activities outside such as obstacle courses with cones and balls. This helps to develop children's co-ordination and balancing skills.

Staff encourage children to construct, create and develop their senses through a range of activities using both natural and manmade materials. Babies and younger children are developing their social skills, as staff encourage them in activities involving sharing with friends. Older children play in harmony and staff are quick to defuse any possible conflict using successful distractions and simple explanations.

Older children have some preparation for moving on to school. Staff have provided books and resources, such as a named coat pegs, to help children become familiar with a school environment.

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

Children do not have a key person, to support their individual needs. However, as numbers are currently low, this has little impact on their emotional security. Children are not kept safe, as staff do not ensure required allergy medication is available on outings. This puts children at risk.

Nevertheless, staff provide a happy environment for children. Most children settle easily, separating from their parents and joining in with their favourite activity. Staff are careful to consider the emotional needs of very young children and babies. For example, staff cuddle and speak gently to babies. This helps the younger children develop a sense of security.

Children are developing independence and positive behaviour skills. Staff provide opportunities for children to learn about sharing such as playing group games with balls in the park. This helps children to consider the feelings of their friends at nursery.

Staff provide plenty of suitable opportunities for children to run, jump and balance, which helps children to consider their body and being healthy. Healthy snacks of fruit and vegetables are prepared at snack times. Children are encouraged to use wet wipes and a soapy bowl of water, for washing after messy play or before eating. This helps children think about keeping themselves clean.

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

The provider oversees the educational programmes inadequately. Staff's understanding of the learning and development requirements is not applied sufficiently to monitor children's progress effectively. Changes have recently been made to tracking and planning documentation. However, this is basic and not fully developed. As a result, staff are unable to identify individual or groups of children who may be underachieving.

The provider does not meeting the safeguarding and welfare requirements. For example, on outings staff do not follow health and safety procedures accurately. Consequently, children's health and welfare is compromised. Staff have attended safeguarding training and have a sound understanding of the procedure to follow if they are concerned about a child's welfare.

The provider does not ensure managers and staff are effectively supported in their role. Staff supervision is ineffective and several members of staff have decided to leave. Consequently, there is doubt about the continuity of care for children and parents at the nursery.

Systems for self-evaluation are weak. The local authority Improvement Officer conducted an audit to identify for areas for improvement several months ago. However, the provider has made limited progress in addressing the identified weaknesses. In addition, there is no process for gaining the views of parents or children. Therefore, the capacity to make continuous improvement is poor.

Links with other settings or professionals involved in children's development are not strong enough to ensure that individual needs are identified and met. Staff relate well to parents, who are happy with their caring nature, but there are no systems to involve them in their child's learning.

## 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>	EY459301
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	904420
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Stepping Stones, Lewes Community Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01273479699

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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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