

# Positive Steps Day Nursery

St Joseph's Church, Cookham Road, Maidenhead, Berkshire, SL6 7EG

<b>Inspection date</b>	05/11/2013
Previous inspection date	02/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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 requires improvement

- The management team are well motivated and passionate about continuous improvement. They have a clear improvement plan to support children's development.
- Staff are sensitive to the needs of children for whom English is an additional language by using their home language when appropriate.
- Staff generally have a secure understanding of how to support children's learning and development through appropriate teaching. As a result, children enjoy their time at the nursery and make sound progress in their learning and development.

### It is not yet good because

- The older, more able children are not fully guided and challenged in their play to help them make as much progress as they can.
- Staff miss opportunities to teach children how to play safely together and to share.
- Babies do not always have access to a specific space where they can fully develop in comfortable surroundings.

## 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 observed activities in the playrooms and the outside learning environment and talked with the staff and children.
- The inspector held discussions with the nominated person and the manager.
- The inspector and manager undertook a joint observation.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Sheila Harrison

## Full report

### Information about the setting

Positive Steps Day Nursery registered in 2003. It is one of seven nurseries run by Positive Steps Children's Day Nurseries Limited. It operates from five rooms over two floors in St Joseph's Centre, situated close to the centre of Maidenhead, Berkshire. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and is caring for 111 children in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register, although there are no older children currently on roll. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years.

The nursery 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. The nursery employs 18 staff, of whom 13 hold relevant qualifications at level 3 and two hold degrees in Early Years Education.

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

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

- ensure older and more able children are guided and challenged in their child-initiated play to make the most of all learning opportunities by reviewing the way staff are deployed in the pre-school area
- improve the educational programme for personal, social and emotional development by; teaching children how to share and play cooperatively, particularly when new equipment is introduced.

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

- improve access to comfortable surroundings in which non mobile babies have freedom to explore, while being kept safe by watchful adults.

## Inspection judgements

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

Overall, staff have a secure understanding of the learning and development requirements. They plan interesting activities that cover all the areas of learning for children to help

them to make suitable progress. Staff undertake regular observations and precise assessments of the children's progress. They use information generally well to inform individual planning for children. Staff are introducing a scheme to promote children's communication skills. At a group story time in the baby room staff encourage babies' interest through colourful books, rhymes and puppets. She asks children appropriate questions to aid their understanding such as 'what do you see?' and 'can you find?'. Babies enjoy joining in with action songs, such as 'Heads, Shoulders, Knees and Toes. Staff use some good teaching techniques to help children make progress. Young children enjoy exploring the textures of various interesting materials to make pictures of their representation of fireworks. Staff appropriately guide children to feel and describe new textures and encourage them to use various tools to spread glue. Young children independently sprinkle glitter and persist in gathering up the spilt glitter and put it back in the container. This helps children to explore their own ideas, consolidate their learning and be ready for the next stage of learning and eventually for school.

Children have independent access to many play materials indoors and staff plan suitable challenges for them. In the pre-school, staff have recently introduced a range of 'Montessori' equipment. They demonstrate to children how the pipette can be used to suck the water from one container and moved to another. Children concentrate deeply to quickly master these new skills gaining a positive sense of achievement. Staff observe when children are ready to begin to write their names and simple words and plan to give children individual attention to master these skills. Older children are competent in the independent use of scissors and greatly enjoy using stickers with their friends and others. However, they quickly find this activity less challenging and staff are not well deployed to monitor the game and facilitate further challenges. This does not strengthen and deepen children's current learning and development to help children make as much progress as they can.

Staff can demonstrate that children, learning English as an additional language, are progressing well, towards the early learning goals over time, given their starting points. Staff use their own home languages to help children communicate their needs and feel confident to become involved in the group activities. Staff support the children with other home languages by offering them photographs of various aspects of nursery life so they can make their needs understood and this helps their growing understanding of English language.

Staff develop effective partnerships with parents. Parents are full of praise for the staff who provide a wealth of useful information that helps ensure parents are involved in their child's early education. Staff share children's experiences and progress at nursery with parents through daily discussions and regular meetings. Staff gain some useful information from parents about children's interests and use this information in the planning on children's next steps. For example, staff plan for children to extend their interests in numbers and shapes following discussions with the parents. This means they are now working together to support the next steps in development.

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

The key person system adequately promotes children's sense of security and helps them to form suitable emotional attachments and bonds. Most parents comment that they have satisfactory relationships with their child's key person and have valuable information on how their children are cared for. When children change key worker staff guide the new key person to some of the new key child's likes and preferences. Children are moved into the next room when they are developmentally ready. They have frequent visits on a gradual basis. This helps staff to sensitively support children's progress through the setting. Children demonstrate that they feel secure as they are confident to approach visitors to the nursery. Staff are kind, caring and interested in what children say and do. Staff encourage an effective settling in procedure with parents bringing their babies for regular play sessions. Parent can stay and watch their babies on the close circuit television system in the office to help both parents and babies feel confident in the care of the staff.

Staff are generally successful in supporting children to work together on the computer system by gently encouraging them to take turns. However, some children are finding it more difficult to play together successfully by having a little tussle out of the view of the staff. Outside children enjoy playing with the new road safety resources. However, staff have yet to introduce the correct use of this equipment and need to intervene when older, more active, children use them less positively in play fighting. This does not fully help children to learn to behave well and safely.

Children are well nourished. All meals are prepared on the premises and offer healthy balanced diet. Parents comment that they are very impressed with the meals their children are offered and that during a recent parents evening they had the opportunity to taste the food. All children are learning about having a healthy lifestyle. Older children can freely choose to play outside in fresh air. They are learning about developing their physical skills as they use the balancing beams. Babies have some daily access to the outdoor area staff lay down rugs so that the children that are not yet walking have access to fresh air. Children are learning appropriate self-care skills including during toileting routines. For example, young children are well supervised and older, more able children independently visit the toilet and are supported to follow suitable hygiene routines unaided. Older children also have the opportunity to exercise vigorously as they take part in swimming lessons at the local sports centre organised by the nursery. Children have valuable opportunities to learn how to undress independently, get dry and dress. They walk to the sports centre and this helps them to learn about road safety. This is helpful preparation for them to move confidently onto school.

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

Suitable arrangements are in place to safeguard children. All staff have detailed information on child protection including regular training. The manager routinely questions staff on their knowledge of safeguarding procedures. This ensures they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. Staff undertake suitable risk assessments of the setting and

take prompt action when they find any item needing maintenance. Comprehensive records are maintained to ensure all accidents are suitably recorded and assessed. The environment is welcoming with adequate space for children to play safely. However, the baby room for youngest babies is not open at the beginning and end of the day and this leaves babies on the floor amongst much more agile children. Therefore, babies are not always able to play and explore freely.

Robust recruitment procedures are in place to assess that staff are and continue to be suitable to work with children. Effective systems for induction mean that staff are familiar with the nursery's policies and procedures and how they work in practice. The management team monitor staff performance effectively through regular supervision meetings and appraisals. Staff are given adequate information on how to raise any concerns about the organisation of the setting.

The providers are well aware of the requirements in the Statutory Framework for the Early Years Foundation Stage . They have satisfactory contingency plans for staff absences. Currently, ratios are met with the lunchtime cover staff working extra hours and in times of unexpected staff absences, the nursery manager and deputy become part of the ratios. This ensures that children know the staff caring for them. Management also call on staff from the other nurseries in the group. This ensures that staff know the procedures and routines of the setting helping to provide consistent care to children.

The management team have a clear purpose and are committed to continually developing the nursery. They have made some progress in addressing previous weaknesses. They have recently appointed some well qualified staff to take up senior roles within the setting and these new members of staff are due to start work shortly. Senior management from across the nursery settings support staff's continuing improvement through positive role modelling and coaching. Staff are suitably qualified and encouraged to update their knowledge and skills regularly. Inexperienced staff are closely mentored by experienced members of staff to assist them to increase their skills and understanding. This helps to benefit children's care and learning and shows the management have a strong capacity to improve.

Managers regularly monitor children's learning and development through suitable examination of children's learning journals. Staff complete regular reports on children's development covering all the areas of learning. This informs the planning for children's next steps and ensures children are making appropriate progress in their learning. Partnerships with external agencies, such as the local authority and health visitors are well established. Therefore, children receive timely intervention when it is required.

The management team seek to develop strong relationships with the parents. They have introduced a new weekly e-mail system that keeps parents informed of the organisation of the setting including details of staffing. It gives details of the weekly plans and ideas for parents to continue children's learning at home. Parents state they are very impressed with the warm welcome that they and their children are given and this is very important to them when leaving their children in the care of others.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY243905
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	940632
<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>	90
<b>Number of children on roll</b>	111
<b>Name of provider</b>	Positive Steps Children's Day Nurseries Limited
<b>Date of previous inspection</b>	02/07/2013
<b>Telephone number</b>	01628 623777

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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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