

Step by Step Nursery

42 Upper Vicarage Road, Kennington, ASHFORD, Kent, TN24 9AH

Inspection date

Previous inspection date

06/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff know children well and the key person system is effective. As a result children's individual needs are met well and they are happy and confident.
- Staff are motivated and have a good understanding of how children learn through good quality play.
- Partnerships with parents and others agencies are good. This helps to ensure that children are given good levels of support to meet their individual needs.
- A robust evaluation process means that areas for development are effectively targeted. This ensures children's care, learning and progress are promoted to a good level.

It is not yet outstanding because

- Staff do not consistently share children's learning and development profile information with parents, to enable them to keep up to date with their child's learning.
- Some younger children new to the setting find it difficult to communicate and understand the routine of the day, as there are few visual prompts to support 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 looked at a selection of documentation, including key policies to support the safety of the children and children's learning and development records.
- The inspector spent time observing staff and the children in the main room and in the outdoor area.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector and manager undertook a joint observation.
- The inspector interviewed four parents and their views were taken into account.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

Step by Step Nursery registered under new ownership in 2013. It operates from a parish hall in the Kennington area of Ashford, Kent. Children have access to a main hall and an outdoor play area. The nursery opens five days a week for 38 weeks of the year. It is open from Monday to Friday from 9am to 2pm.

The nursery is registered on the Early Years Register. There are currently 24 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education to children aged three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and with English as an additional language. The owner/manager is qualified to level 3, and she employs four staff, all of whom have relevant childcare qualifications.

What the setting needs to do to improve further

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

- share development information with parents consistently to enable them to be fully involved in their child's learning

- help younger children understand the routine of the day and to express their needs by, for example, using pictures and visual prompts to explain what is happening.

Inspection judgements

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

Staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation and understand how young children learn. Children enjoy and take part in a broad range of interesting experiences which cover all areas of learning. Consequently, children make good progress towards the early learning goals. Staff have a wide range of good teaching skills. Children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. However, this is less successful with those younger children who find it difficult to express their ideas or find it difficult to follow routines when new to the setting. Children spontaneously use mathematical language in a variety of activities. For example, they talk about adding 'more' water to make their beakers to make it 'bigger'. Children initiate their own play as well as actively taking part in small group activities with an adult. Staff challenge children during these group times and extend their skills such as singing songs to incorporate numeracy.

Staff provide good support as children show competency as they use the mouse to play the matching games on the computer or paint pictures and print these out. Staff help to extend their learning by suggesting they cut the pictures out and sticking them together. They develop strong imaginary skills as they play in the well-resourced home corner with their friends. Other children have fun playing together with the train track or painting pictures of flowers and enthusiastically explain to staff they want to take it home. Children show good coordination as they use the wide variety of different tools and develop their early writing skills, for example with water brushes outside, chalk and leaf rubbing.

Staff encourage parents to share their observations of children at home and staff add these to the children's learning journals. However, staff do not share these learning journals consistently with parents. This means they miss some opportunities to fully inform parents about their child's progress. The staff demonstrate a thorough understanding of the progress check that they must complete for children between the ages of two and three years. This enables them to accurately assess two-year-olds development and provide relevant information to aid their progress.

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

Children arrive with great enthusiasm and clearly enjoy being at the nursery. They show confidence in the staff, who respond appropriately to their individual needs. The manager and staff show they are able to contribute effectively to the safeguarding and well-being of all children at the nursery. The special educational needs co-ordinator works with the key person to provide good support for children with special educational needs and/or disabilities. They act promptly and efficiently on advice from parents and other specialists. The effective processes that are in place mean that management and staff can adapt, improve and provide activities to meet children's varying needs.

All children learn the importance of keeping themselves safe. For example, children talk about wearing coats and wellies in the garden so they do not slip on the pavement or not running inside. They use a range of tools and resources safely, such as scissors. They also get dressed independently, which promotes their confidence and self-esteem. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building. Older children explain exactly what happens during a drill, demonstrating a clear understanding of the safety procedures in the event of an emergency. These practices mean children are well prepared for the next transition in their lives.

The nursery is a warm and welcoming environment as staff make sure resources are kept safe and suitable for children to play with and they are accessible to them. Children behave very well, developing their personal and social skills by playing and eating together in groups. Staff are also able to provide the required support and supervision that allows them freedom in their play throughout the day. Children's health and physical well-being are effectively supported through a range of healthy snacks and by playing outside or visits to the local school. Children wash their hands regularly without prompting and are encouraged to wipe their nose independently. Staff provide effective support so that

children are relaxed and confident while having their packed lunch.

There is an array of children's artwork displayed around the nursery to support children's sense of belonging. Staff reflect regularly on how to make the best use of space and resources, to provide good quality learning experiences and keep children motivated and engaged.

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

There are effective arrangements in place to implement the requirements of the Early Years Foundation Stage framework. The manager has robust recruitment processes, supervision and efficient appraisals in place. Staff understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. They attend training to increase their understanding of safeguarding procedures and their roles and responsibilities. Comprehensive risk assessments, accidents and medication forms are accurately recorded to help safeguard children's welfare.

Staff reflect on their practice and appropriate changes are made as a result. They have a clear drive for positive improvement to enhance the provision for children. The manager and key persons track children's progress using observations, which are regularly carried out. This means they are able to keep a good check on children's achievements and development. If there are any concerns about individual children's progress, these are swiftly identified and relevant steps taken. The manager also listens to the views of children, staff and parents, using these to change and improve the nursery. They share details of the improvements with parents through newsletters so parents see how their views have a positive impact on the care and learning provided for their children.

Staff are clear about their role and the importance of developing positive relationships with individual children and their parents. Parents are very positive about the provision and describe staff as very easy to approach, saying how much they trust them. Parents feel their children are well supported and that staff take time to get to know them. They receive a written account of their child's day through the home contact book and newsletters are issued regularly regarding forthcoming events. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This helps ensure that shared information enables the continuity of children's learning and care. The nursery has good links with the local school as they visit and share information regularly, to help make the move to school easier for children.

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

Unique reference number	EY464302
Local authority	Kent
Inspection number	924753
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Katy Ann Keeler
Date of previous inspection	not applicable
Telephone number	07989149141

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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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