

Next Steps Nursery

St. Johns Primary School, Redfield Road, RADSTOCK, BA3 2JN

Inspection date

28/01/2014

Previous inspection date

22/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 establish good strong relationships with parents, children and outside professionals that underpin the ethos and successful aspects of this nursery, so all children make good progress and are well prepared for their eventual move to school.
- An effective 'key person' system promotes children's well-being and independence because all staff know the children well and work closely with families both before and after admission.
- The children are confident, independent learners and their behaviour is exemplary due to staff providing effective teaching through being good role models and making their expectations clear
- The manager and owner both have high aspirations for the nursery and implement effective systems to drive improvements to the provision for children's benefit.

It is not yet outstanding because

- Children's play and learning is interrupted and stopped during the session by staff and children experience periods of inactivity when waiting to move onto other activities.

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 children's activities both indoors and outside.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documents including children's records, staff qualifications and evidence of their suitability, and the records for monitoring quality and improvement.

Inspector

Sandra Woolley

Full report

Information about the setting

Next Steps Nursery was registered in 2009. It is privately owned and operates from a purpose-built building on the same site as St John's Primary School, in Midsomer Norton. The nursery is situated to the side of the school through the school car park. All children have access to outside play. The nursery is open 8.00am to 5.30pm for 50 weeks of the year.

The nursery provides free early education to children aged three and four years. The nursery is on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. At present there are 69 children on roll, of whom all are in the early years age range.

There are 10 staff employed in the nursery. All staff have relevant early years qualifications with the manager holding one at level 5. The provider is an early years teacher.

What the setting needs to do to improve further

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

- review the routines of the day with fewer stops and starts in order to reduce the number of interruptions to the children's play and reduce periods of inactivity, to allow children to pursue and complete activities fully to their own satisfaction.

Inspection judgements

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

Children are very happy and settled in the well-resourced and stimulating environment planned by staff. These arrangements encourage the children to explore and be creative. Children have good opportunities to develop early communication, language and literacy skills. Any children who experience difficulties are given frequent individual support from the staff who are all committed to children's learning and development. This teaching includes planning and leading specific learning in small groups based on national initiatives to develop children's communication and language skills in particular.

Staff establish children's starting points on entry and monitor their progress regularly. They are able to comment on the impact that any particular approaches and programmes have on the children's progress. Staff provide a variety of activities both inside and outdoors which include an area to encourage pre-writing skills, for example, through playing with shaving foam and making marks in a tray of lentils. These activities develop children's hand control and eventually lead to their early writing skills.

The very effective 'key person system', in which each member of staff takes particular responsibility for specific children, supports good, positive partnerships with parents. These partnerships begin before the children start at the nursery, giving opportunities for parents and children to make several visits before starting which helps the settling in process. Staff provide parents with regular information through newsletters, daily conversations and through ready access to children's records. Parents also supply information to the staff and who use it effectively to inform learning and development plans to support children's progress. The implementation of this key person system allows all staff to know the stages of learning and development and interests of each child for whom they are responsible.

While staff planning for children's progress is good overall, there is a weakness in the way in which they plan some routine activities. Children become very involved and engaged in purposeful play which promotes learning but this is sometimes interrupted or stopped in order to move children from one area of the nursery to another, to start new activities. This means children stop pursuing their activities, so cannot finish these to their own satisfaction. At other times, children sit waiting with nothing to do waiting for new activities to start, so potentially productive time is lost.

Overall, however, staff help children learn through providing active learning experiences that encourage children to think for themselves. For example, staff skilfully incorporate mathematical learning into routines and play. Children use real resources, such as pebbles, and staff join in play to help children to find out how heavy these are.

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

The friendly, welcoming and relaxed staff promote effective settling in procedures that provide children with the confidence to explore their new surroundings. Effective deployment of staff alongside the key person system helps all staff to know the children and families well. They support children with a caring, considerate approach, which helps to develop trusting relationships. These are significant strengths of this nursery and help all children to feel emotionally secure, including those who speak English as an additional language or experience any communication and language difficulties.

Children are confident and self-motivated because they receive good support and role modelling from staff to understand expectations for behaviour and as a result behaviour is exemplary. Staff make clear their expectations for children's behaviour; for example, they give clear explanations when children draw on themselves rather than on paper.

Staff teach children to understand the basics of healthy lifestyles. Children clearly enjoy eating healthy snacks which include a variety of fruit. Under staff guidance and using suitable knives, the children choose and cut fruit up for themselves. They choose whether to have milk or water which they pour out themselves. This expectation from staff allows children to take on small responsibilities that not only build their self-esteem as they learn to use real tools, but helps prepare them for the eventual move to school. The children

demonstrate that staff have taught them why they need to wash their hands before eating snack, when saying 'to get rid of the germs'. Even the youngest children confidently and independently wash their hands and announce they have done so. Staff involve parents in learning about healthy eating by engaging with activities about portion sizes organised by the manager resulting from recent training she has attended. The staff encourage children to play outdoors every day in all weathers using both the nursery's outside areas. This gives children a positive attitude towards outdoor play.

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

The nursery is led and managed by a very knowledgeable and aspirational management team. The owner and manager give enthusiastic leadership that inspires a commitment towards continual improvement across the staff team. They oversee the successful implementation of both the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager demonstrates a good understanding of her role and responsibilities in meeting these requirements, with all policies and procedures to keep children safe implemented, regularly reviewed and updated.

Staff attend safeguarding training so that they are familiar with child protection procedures, know their individual roles and responsibilities and what to do if they have concerns about a child in their care. The good staff to child ratios provide good levels of supervision to help keep children safe. There is an effective system for recruitment and the owner takes part in the interviewing process, so knows the staff team. Appropriate background checks for staff to assess their suitability to care for children are carried out and kept up to date. The staff receive supervision and appraisals from the manager and part of these procedures include having their practice observed and evaluated regularly. There is a very low staff turnover in the nursery, which helps maintain the effectiveness of the key person system, so providing children with continuity and emotional security.

The manager monitors the implementation of the educational programmes and children's assessment takes place regularly, so the manager is aware of trends in individual children's learning and development. A recommendation raised at the last inspection has been addressed through the manager and staff evaluating the systems required. The staff team work in partnership with other agencies such as the local authority's advisory team and with speech and language therapists. They understand the importance of these partnerships in respect of helping all children meet their full potential. Effective self-evaluation processes involving the whole staff team set priorities and targets for future improvement. These systems and liaisons enable the staff team to drive continuous improvement.

Partnership working with parents is very effective and these strong relationships underpin the ethos and most successful aspects of the nursery. This approach is supported and advocated by both the manager and owner. There is an 'open-door' policy for parents to speak to the manager so she is fully abreast of what is happening in the lives of the

children and how this may affect their time in the nursery.

Parents speak warmly and very highly of the nursery provision and staff, saying how they feel very safe and secure in the knowledge that their children are being cared for and looked after well. Parents know who their child's key person is and contribute frequently to their child's learning and development records, thereby promoting a united approach. The partnership with the school on the same site is good and this works well with supporting and preparing the children in readiness to move onto school.

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

Unique reference number	EY386010
Local authority	Bath & NE Somerset
Inspection number	822363
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	69
Number of children on roll	69
Name of provider	Gemma Stone, Julie Warrington and John Warrington Partnership
Date of previous inspection	22/09/2009
Telephone number	01761235588

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

