

# Positive Steps Day Nursery

East Durham College, Willerby Grove, PETERLEE, County Durham, SR8 2RN

**Inspection date** 25/03/2014  
Previous inspection date 04/06/2009

<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

- A key strength of the nursery is how effectively staff work with parents. The manager and staff form excellent relationships from the start, which supports children's individual personal care, well-being and educational needs extremely well.
- Effective teaching, when staff work with small groups of children during focused mathematical activities, ensures that children make good progress in this area.
- The manager is passionate about the nursery and has a clear drive for improvement through effective self-evaluation and regular action planning and she regularly monitors staff performance. Consequently, children's welfare, learning and achievements are well supported.
- Staff provide a safe, secure, welcoming environment for children and they are effectively safeguarded. This is because staff are vigilant, well-deployed and have a good understanding of relevant procedures.

### It is not yet outstanding because

- Equipment to support and extend children's learning about how things work through information communication technology and battery operated toys, is generally only available on a planned basis, which does not fully support learning in this area.
- The role play area in the baby room lacks some familiar, real life, interesting resources for them to use and handle to further support their creativity and imagination.

## 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 conducted a tour of the premises, observed activities in all three rooms and the outside environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection.
- The inspector looked at children's learning journals and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's own parental questionnaires.

## Inspector

Shirley Peart

## Full report

### Information about the setting

Positive Steps Day Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three playrooms in self-contained facilities located within East Durham College, Peter Lee, County Durham. It is managed by the college and is accessible to all children.

The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. One staff member holds Early Years Professional Status. The nursery is open for 50 weeks of the year on Monday to Thursday, from 7.30am until 6pm and on Friday from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 75 children attending, who are within the early years age group. Older children can attend in the school holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- enhance the opportunities for older children to learn about how things work by ensuring they have easy access to information communication technology, electronic and battery operated equipment
  
- provide more familiar, real life, interesting resources for the younger children to use and handle in the role play area to further support their imagination and creativity, such as, magazines, small brushes, metal pots, cloths, telephones and tea sets.

## Inspection judgements

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

Staff have a good understanding of how to support children's development and learning. They plan effectively across the seven areas of learning, through watching what children can do and recording regular observations. This ensures that they tailor activities to meet children's interests and individual learning needs. Staff use effective assessment tools and they track children's progress regularly. This helps them to identify any gaps in children's learning to ensure that they are demonstrating typical development for their age. They target support where it is needed, which ensures that children are well-prepared for the next stage in their learning. Staff carry out the required 'progress check at age two' across the prime areas of learning and effectively involve parents in this. A good range of equipment is available indoors and outside to promote children's learning overall. Pre-school children use a camera competently and can switch on an electronic toy outside for

dancing activities. However, other equipment to support and extend children's learning about how things work through information communication technology and battery operated toys is generally only available on a planned basis. Therefore, this equipment is not readily accessible for children to use independently to fully support learning in this area.

Staff sufficiently focus on children's learning during small group time, such as during a planned mathematics activity. They ask children if they know what numbers are for and children excitedly shout, 'They are counting.' This activity holds pre-school children's interest very well and promotes their early mathematical skills effectively. Children successfully choose the correct number and colour of discs and follow instructions well. Staff skilfully adapt the activity for the older and younger children, so that they all achieve within their capabilities. Challenges are also provided as she introduces concepts, such as, more than, simple addition and subtraction. This helps children to solve problems successfully and extends their understanding. Consequently, they make good progress and are well-prepared for school. Staff working with younger children are fully involved and down at their level to ensure that they receive sufficient eye contact and support through good role modelling. For example, they sit down at the low-level sand pit with children to extend their enjoyment and vocabulary. Staff reinforce children's language development well, as they repeat toddlers' attempts when they try to say words and simple phrases. Children have lots of fun. They copy staff when they hide their hands in the sand and show delight when they reappear again. Staff use gestures and imitation, which helps to support children's communication and social skills effectively. Therefore, children concentrate as they watch her repeatedly make sand pies so that they can squash them. Children smile and raise their arms stating, 'Oh dear!' Toddlers also love to use the musical instruments. They bang and shake them competently and wiggle and dance as they make their music. Children as young as 18 months make good attempts at telling staff what song they want to sing when staff ask appropriate questions. This demonstrates that they are skilful in developing children's ability to express their ideas, use language and promote their creativity successfully. Consequently, children make good progress in these areas.

Parents know that they can view their children's learning journal at any time and these are easily accessible for them to take home. They contain lovely photographs and captions of what children can do and achieve. Staff ensure that parents are fully involved in their children's learning. They find out what children do at home at weekends and encourage children to share this at circle time. Key persons hold daily conversations with parents and carers, which helps them to share what they know about their children. A lending library, resource sacks, regular newsletters, becoming involved in fundraising and spending time in the nursery, all helps to ensure that parents are fully involved in the life of the nursery. For example, a recent event to invite grandfathers and fathers in to read to children proved successful. Consequently, children's progress is further supported through highly effective engagement with parents.

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

The environment is well-organised to meet children's ages and stages of development and to support their learning in the prime areas. For example, there is plenty of free space in the baby and toddler room, which provides good opportunities for them to move and explore and develop their physical skills. However, the role play area lacks some familiar real life and interesting resources for children to use and handle to further support their imaginations, such as, magazines, small brushes, pots, pans, cloths, telephones and tea sets. The two- to three-year-old room has interesting equipment and a cosy den area and the pre-school room is well-resourced with good labelling to promote children's language and literacy. Children are very independent and confident; they are keen to try things for themselves as staff support children to manage their own personal needs. For example, they offer lots of positive praise when children manage to hang aprons up by themselves. Children also make good attempts to put on their outdoor weather suits and coats for outside play. During snack and mealtimes children occasionally help to prepare the snack and are given some opportunities to serve themselves and pour their own drinks, which aids their independence.

Children's behaviour is good. They play cooperatively with their friends and most of the time they remember to walk along the corridors carefully to the bathrooms holding their partners hands. Children are self-assured and confident. They move around their rooms safely, choose what they want to do and approach staff easily. Consequently, they feel safe and secure so that they are emotionally ready to move on in their learning. Staff ensure that all children get plenty of fresh air and exercise to promote their good health. Babies are taken out for regular walks and children have lots of challenges as they climb on tyres and up the climbing wall competently. They also love to dance and act out songs and staff inspire them as they follow her around the garden singing and dancing to a favourite action song. Older children also take part in planned physical exercise sessions in the college gym, which is carried out by a trained instructor. This ensures that children learn the importance of keeping fit and healthy.

The key person system is well-established. Children separate from their parents easily on entry and have very good relationships with staff. They call their name when they see them in the corridor and run to them for cuddles, demonstrating that they have formed secure attachments. When children are ready to move up to the next room they are very well supported. Existing key persons go with them for short visits and children are given plenty of time to settle in to meet their individual needs. This ensures a smooth transition to help children cope with changes. Staff find out all they can from parents about children's likes, interests and personal needs and specific requirements before they start. They complete transition information for new key persons when children are ready to move up. This ensures that children's individual needs and emotional well-being is very well supported.

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

The manager has a clear understanding of the Statutory framework for the Early Years Foundation Stage welfare, learning and development requirements. She has over 10 years

experience as a manager and holds a relevant management qualification. Children's safety and well-being is at the forefront of her practice and she demonstrates a good knowledge and understanding of young children's needs. She is enthusiastic and dedicated and has worked with many of her team for a number of years, so is well aware of their strengths and areas for development. The manager spends time in the nursery rooms, which shows she has a clear presence. She carries out regular reviews of the environment, children's progress and staff performance successfully. She uses self-evaluation effectively, involving staff, children and parents to identify strengths and areas for development and clear action plans are in place. Therefore, the nursery continues to evolve and develop. They have successfully addressed the recommendations from the last inspection, although, they have more exciting plans to develop the garden areas to enhance children's learning further.

Children are effectively safeguarded. The manager and staff have a good understanding of what to do if they are worried about a child. Good safeguarding information and contact numbers are prominently displayed for staff and parents. Incidents and any pre-existing injuries are recorded and staff know who to contact if they have concerns. The safeguarding policy is effective and contains up-to-date information on the use of mobile telephones and cameras in the nursery. Clear recruitment and selection procedures are in place. All staff are employed by the college and any new staff are interviewed and vetted via their robust procedures. Regular supervision and appraisals ensure that staff have the necessary skills to carry out their roles. The nursery runs smoothly as staff are clear about their responsibilities. Regular safety audits and good staff deployment ensure that children remain safe.

Parents receive good information about the nursery and know who their child's key person is. Results from questionnaires are highly positive and staff act on their feedback to make changes and improvements. Parents' comments on the day of the inspection include, 'It's excellent, one of the best nurseries around here and my child has come on leaps and bounds.' The manager and staff have friendly relationships and build an excellent rapport with parents from the start. Consequently, effective partnerships make a very strong contribution to meeting children's individual needs. Children with special educational needs and/or disabilities are very well supported. Key persons find out all they can about children so that they prepare their room environment very well before they start. Staff exchange information with external professionals to ensure that they have relevant training and the necessary skills to meet children's individual needs. Staff liaise closely with schools that children move on to and invite prospective teachers into the nursery and many take up this offer. The nursery also send summative assessments on to schools as necessary, which ensures consistency. and continuity for children's learning when they move on.

### **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>	EY376425
<b>Local authority</b>	Durham
<b>Inspection number</b>	858372
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	75
<b>Name of provider</b>	East Durham College
<b>Date of previous inspection</b>	04/06/2009
<b>Telephone number</b>	01915185540

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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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