

Positive Steps Childcare

201-203 Normanton Road, DERBY, DE23 6US

Inspection date

10/03/2014

Previous inspection date

20/06/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 good key person system effectively supports children's well-being when they settle in, so they are confident and happy.
- There are good systems in place to safeguard the health and well-being of children. This helps them to feel safe and secure at all times.
- Staff form effective partnerships with parents and other professionals. They meet children's individual needs well and regularly share their progress.

It is not yet good because

- Staff do not always make regular observations or assess children's achievements, to identify gaps in their learning or their next steps so that they can plan challenging activities to promote children's individual learning.
- The manager does not always monitor assessment procedures effectively enough to help children make the best progress.
- The organisation of lunchtime is not always effective in promoting children's learning.

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 spoke to the children, parents and staff and held discussions with the manager.
- The inspector observed free play, both indoors and outside, focused activities and mealtimes.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, policies and procedures and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

Positive Steps Childcare registered in 2004 and re-registered in 2008 on Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in Normanton in Derby. All children share access to an enclosed outdoor play area.

The nursery is open each weekday from 8am to 7pm. There are currently 40 children on roll, all of whom are in the early years age range and attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. The nursery employs nine members of staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 4. It receives support from the local authority.

What the setting needs to do to improve further

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

- ensure staff use children's observations and assessments to accurately identify any gaps in their learning and prioritise their next steps. Use the information effectively to shape challenging and interesting learning experiences for each child which reflect what they need to learn next.

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

- strengthen the monitoring procedures to ensure the assessment procedures are robust enough to enable children to make good progress over time
- review the lunchtime arrangements so that throughout this time there are opportunities for children to be engaged and to promote learning.

Inspection judgements

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

Staff provide appropriate support and guidance for children and create a welcoming and stimulating learning environment. This helps children to settle quickly into the nursery routine. Overall, staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They know that children learn best through play and provide a range of activities and opportunities that follow children's

interests. Staff obtain from parents information about their children's preferences and capabilities before they start. This information and the key persons' initial observations form the children's starting points. As a result, staff are able to plan for the children from when they begin at the nursery. Staff continue to teach, observe and assess the children while they play. They record the information gathered in 'learning journal' records, which are shared with the parents. These records contain observations and photographs of children participating in activities, and some children have tracker documents. However, staff do not effectively use the information gathered from these observations and assessments in order to identify if children have gaps in their learning. As a result, staff are not using what they know about the children to effectively plan activities that are suitably challenging to meet their individual needs. Consequently, children are making satisfactory rather than good progress. Parents are involved with their children's learning appropriately. They make comments in their learning records and talk to staff each day about what they have achieved at home. As a result, both parties are able to promote children's learning appropriately.

Children are active learners and they are engaged in their play most of the time and motivated to learn. This helps them to acquire the necessary skills for their future learning. Staff foster children's communication and language skills generally well. They listen to what children say, hold purposeful conversations and introduce new vocabulary to extend children's language. For example, while playing with felt creatures and animals, staff talk about sea horses, starfish and dolphins, and children repeat the words well. Children love listening to stories and using story props. They thoroughly enjoy using the animal sound mat after listening to a story about animals at the zoo. Here, pre-school children retell the story and repeat the animal sounds. They also learn to take turns as they wait patiently to have their go to bounce on the musical mat. One child is fascinated by the activity and jumps up and down making elephant and lion sounds. This ignites his learning and encourages him to sit and independently look at the story again. This aids children's literacy skills. To further their literacy skills, children are beginning to write their names accurately and write for purpose as they write letters and shopping lists. Children's physical skills are promoted well. For example, a group of older children assemble large bolts, nuts and bricks together to make a train. This involves using their handling skills appropriately as they carefully screw the nuts and bolts together. Staff sensitively support and guide children, providing them with problems to solve. After children have made the train they proceed to ride the train around the room, negotiating the obstacles; this helps to develop children's movement skills and provides opportunities for them to use their imagination as they make train noises and drive the train. Children further their movement skills as they participate in outside play. Here, they climb, use sit-and-ride toys and use small equipment, such as bats and balls.

Mathematical skills are taught suitably through everyday routines and activities. At snack time children count how many cups they need and how many more bowls, helping children to think and solve problems. To further develop this, children are encouraged to build towers. Staff promote this activity well. They encourage the children to count while they build. They use mathematical words, such as 'bigger' and 'taller', and recognise the shapes of the blocks. Children also make patterns in the sand and decide whether the train goes up or down the track, further promoting early mathematical skills. Children are creative and use their imagination well. They pretend to make cups of 'tea' and 'jacket

potatoes' for the inspector and chat about going shopping. Staff provide a balance of adult-led and child-initiated activities, which promotes children's learning appropriately. These adult-led activities excite the children and promote their learning. For example, children wash the dolls. Staff show them how to do this using bubbles and a sponge. Children thoroughly enjoy this activity and squeeze the bubbles out of the sponge onto the dolls. They laugh and giggle, put bubbles on their noses and blow bubbles across the tray. This activity enthuses children and leads to them talking about their own bath times and clearly demonstrates children enjoying their learning, solving problems and having fun as they learn. Staff work closely with parents to support children who speak English as an additional language. For example, they have introduced photographs of the routines, and all staff use visual aids that are carried with them at all times to aid communication. Children's home language is also promoted in the nursery and there are posters and words around the nursery to support this.

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

A calm and caring environment is provided by staff, enabling children to develop positive relationships with them and their peers. Children settle quickly because of the good key person system. Staff welcome children and their parents on arrival and exchange useful information. Children separate from their parents with ease upon arrival and quickly become engaged in their play. They are supervised appropriately and staff deployment is suitable, which means that children settle quickly and feel safe and secure. Their emotional well-being is appropriately supported by staff who know the children's backgrounds well. This is because of the effective settling-in times. Here, staff find out about children's routines and needs. Children show an appropriate awareness of understanding boundaries. They receive plenty of praise and encouragement. This effectively helps to support their self-esteem. Children play cooperatively and kindly together, taking turns to share resources. Staff promote positive behaviour expectations by encouraging children to tidy up. Children respond positively to familiar adults by listening and following instructions. Overall, children behave well. Parents comment positively on the sensitive way staff help their children to settle when they first start at the nursery and this is why they are now eager to come. Parents state that they find the staff friendly and approachable. Staff invite other providers to the nursery to build bonds with children before they start caring for them. These procedures provide good support so that children feel secure before they move on.

Children enjoy the healthy meals that are cooked freshly on the premises each day. Mealtimes are social occasions and children are familiar with the routines to wash their hands. At snack times, the children help to prepare their own snack, spreading fillings on their sandwiches and pouring their own drinks. Drinks are available throughout the day to prevent dehydration. Staff have a suitable understanding of children's individual dietary needs. The children confidently help themselves to a cup and a plate at lunchtime and serve their own food, promoting their independence skills. The staff sit alongside the children at mealtimes to promote their social skills and manners. However, the organisation of the time before and after lunch is disorganised. Children wander around and are not always engaged in activities or play. Staff plan activities that help children to learn about good health. They enjoy going outside daily and participate in exercises where

they jump and skip, which promotes their physical skills. After these activities, staff explain the affect that movement has on their bodies, helping children to begin to understand about healthy lifestyles.

Staff demonstrate appropriate practice in promoting hygiene. They remind children about the importance of washing hands before meals. Most children, with gentle reminders and support from staff, are able to manage their self-care needs, such as washing and drying their hands, as well as putting their coats on for outside play. Children who wear nappies have a designated changing area within the main bathroom. Children show an increasing awareness and confidence most of the time as they happily explore their environment. The nursery runs an open-plan organisation with both two- and three-year-old children mixing together and enjoying the use of all rooms. They move with confidence around the rooms, freely showing their preferences of play. Children are able to select their own activities and resources, which are accessible in low-level trays and storage units. Staff make use of clear labels and visual images in the environment to help children choose the toys and activities to play with. Resources throughout the setting are suitable and promote all areas of learning. Staff supervise children well at all times and they say when they are leaving a room to alert other staff. This helps to ensure children's safety. Children learn about keeping themselves and each other safe as they play. They regularly practise the emergency evacuation procedures and staff are clear about their responsibilities to keep children safe and promote their well-being.

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

The manager has a good understanding of her responsibilities of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are aware of their responsibilities regarding protecting children, undertake safeguarding training and demonstrate a good understanding of their responsibility in keeping children safe. Recruitment procedures are effective. Staff are vetted through appropriate recruitment checks to ensure they are suitable to work with children. Staffing ratios are appropriately maintained to ensure children are supervised at all times. The manager is vigilant in recording visitors to the nursery and children's attendance. These procedures provide a clear record of who is in the nursery at any one time. The safeguarding policy and procedure is updated by the manager and shared with staff, which includes the use of mobile phones. Staff make appropriate daily checks of the premises and have effective risk assessments to help keep children safe. One example of this is when the manager identified the step in between the two rooms was uneven and therefore a hazard. She recorded this in her risk assessment records and taped over the hazardous area to keep children safe. Staff follow established procedures to deal with emergencies and accidents, including the administration of medication. The manager oversees the safety of children at all times. For example, she ensures that the premises are clean to prevent cross-contamination, and chemicals are kept in the kitchen and not accessible to children.

The manager appropriately reviews and evaluates the service she provides. Staff meet regularly to share practice and to monitor the nursery, which helps to drive forward the setting's improvement. The manager and staff work together to identify and meet agreed

targets as part of their improvement plan. Parents' and children's views also contribute to the improvement plans. Their views are obtained through discussions and parent questionnaires. The manager has a long-term plan to provide new gardens, which will enable children to move from the indoors to the outside environment independently. Staff performance is closely monitored by the manager through observations and regular staff supervisions, as well as yearly appraisals to identify any additional training needs. Appropriate induction procedures are in place to ensure that staff are clear about their roles and responsibilities. Students receive inductions when they start and are supervised at all times to ensure children's safety. Processes for monitoring and evaluating the progress the children are achieving are in place. However, they are not robust enough to see the inconsistencies in the assessment systems and this has led to the children not being fully challenged.

The staff have good links with other providers and agencies to share information and ensure a consistent approach to children's care and learning. Staff have strong links with outside agencies to help ensure inclusion and to meet children's individual needs. Partnerships with parents are strong and well established. Parents are very happy with the care and education their children receive and express they are pleased with the progress their child has made. Staff use daily discussions to meet parents' wishes. These strong links help to promote children's care and learning. The nursery shares its policies and procedures with parents, so they have a clear understanding about safeguarding and welfare requirements. These systems also effectively help to promote continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY370198
Local authority	Derby, City of
Inspection number	959392
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	40
Name of provider	Positive Steps Childcare Ltd
Date of previous inspection	20/06/2013
Telephone number	01332 739776

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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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