

# Next Steps Nursery

Next Retail Ltd, Desford Road, LEICESTER, LE19 4AT

## Inspection date

Previous inspection date

15/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Teaching is excellent. Children make superb progress based on their starting points and are extremely well prepared for their future learning in school.
- Babies and children are continually nurtured and flourish in this wonderful environment. Staff are caring, dedicated and motivated and fully understand each child's individual needs. Staff form excellent bonds with children so they settle well and develop confidence as they engage in an excellent variety of activities in this extremely well-resourced nursery.
- Superb relationships with parents and carers support staff's success in continually meeting children's individual needs. Parents continually share their views about their child's routine, character, interests and learning at home. This enables staff to consistently plan an inspirational range of play opportunities and experiences tailored for each child's care, learning and development.
- Management within the nursery are highly motivated and successfully strive for and achieve excellence. Their rigorous monitoring and evaluation of the service provided takes full account of the views and opinions of parents, children and staff. Excellently targeted priorities ensure that the educational programmes for children are continually enhanced.

## 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 staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals and checked staff's qualification and suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

## Inspector

Tracey Boland

## Full report

### Information about the setting

Next Steps Nursery was registered in 2013 on the Early Years Register and compulsory and voluntary parts of the Childcare Register and is privately owned. It operates from a purpose-built nursery and children are cared for in 11 rooms according to their age. There are four enclosed areas available for outdoor play. The nursery is open from 7.30am until 7.30pm all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 106 children attending who are in the early years age group. It supports a number of children who speak English as an additional language. The nursery employs 20 practitioners. Of these, 19 hold appropriate early years qualifications at level 3, including three with Early Years Professional Status, four hold foundation degrees and one member of staff holds a BA (Hons) degree in early years. The setting receives support from the local authority.

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

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

- enhance the already excellent opportunities for children to see photographs of the special people in their lives, for example, through introducing pictures placed on the floor for less mobile or crawling babies to see.

## Inspection judgements

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

Children make excellent progress in their learning and development taking into account their starting points. Managers and staff capture children's imagination and interest in a most stimulating and exciting environment, both indoors and out. This fosters children's enthusiasm for observing, exploring and investigating. Parents and staff work in harmony as children begin their placement and comprehensive information obtained from parents successfully supports children's early learning. Consequently, they make superb progress right from the start and flourish in this rich environment. Staff work cohesively throughout each child's placement with their colleagues, parents, and where appropriate other agencies, to ensure they have an accurate understanding of each child's starting points and ongoing needs. This enables them to effectively plan for each child's future learning needs and interests. Effective observations and assessments of children's progress enable staff to quickly identify where support may be needed from outside agencies and guide parents in obtaining this. Clear and concise evaluations of activities and children's learning are supported by photographs of children engaged in a wide variety of experiences and play opportunities. Large screens outside each room also display digital photographs. Staff are sensitive to the needs of all children including those children with English as an additional language. They work closely with parents to gain key words in their home language to use, and introduce these to all of the children. Labels are also displayed in

various languages and dual language books are used effectively. Resources that reflect diversity and the wider world are excellent. Positive images of society are displayed throughout the nursery as well as pictures of the children. They freely access musical instruments from around the world, and utensils in the home corner encourage them to re-enact known and familiar experiences. Children learn about different cultural events throughout the year, try foods and engage in art and craft activities that extend their understanding further. This effectively encourages children's feeling of value and inclusion. Arrangements for supporting children with special educational needs and/or disabilities are excellent. Staff monitor children closely providing support and encouragement to enable them to meet specific targets set and enhance their learning.

Throughout the nursery, continuous observation and assessment of children during activities informs the next steps in their learning. Key people use their in-depth knowledge of the children to plan individualised activities that encourage children to make remarkable progress in line with their interests. Staff plan an excellent variety of activities using their knowledge of the seven areas of learning and of their children. Consequently, children gain confidence and skills that prepare them extremely well for the move to school. Staff ensure a variety of adult-led and child-initiated activities take place according to children's age and abilities. Staff understand the need to concentrate on the prime areas of learning with younger children and the progress check at age two is completed alongside parents, whose comments are actively sought and included. Parents are actively involved in their child's learning, sharing what they have observed their child involved in at home. This successfully nurtures partnerships between staff and parents and has a positive impact on children's learning. Staff work cohesively with parents to complete their child's progress check at age two, which parents then share with other health professionals as they wish. Newsletters inform parents about the wide range of forthcoming events and are another way of sharing information with parents. A wide range of information displayed on the notice board and in the entrance areas of each of the nursery rooms is regularly updated to help keep parents up to date with events and topics of interest.

Children become confident communicators as staff are excellent role models and engage in conversation with children as they play and eat their meals. Children's language is continually extended through the skilful questioning by staff which encourages reasoning and enables them to compound what they already know. For example, when beginning a game which involves hiding different shoes and resources under a blanket, taking one away and seeing who can identify which one is missing; children are asked what the game is about, what are the rules of the game and what they have to do. Each child takes a turn at removing an object and waits patiently while their friends guess which item has been removed. Confidence and self-esteem grows as they are praised by staff. Communication with babies is also promoted as staff spend time talking to them, singing with them and completing action rhymes and songs. Gradually new words are introduced and staff chat back to them as they babble in their own conversation. Babies and toddlers excitedly explore a wide range of textures which helps to enhance their senses. They eagerly become involved in exploring paint in a large tray, taking time to feel the paint, pat their hands in it and squeeze it between their fingers. Staff add feathers to extend their senses further by stroking the feathers on their hands, legs and feet. They explore different lights and fibre optics while watching as different colours are displayed in a small tunnel from a revolving disco ball. Staff are adept at following children's interests. For example, they

create a garage with money to enable children to purchase petrol which helps build on their understanding of numbers and enables them to begin to understand monetary value. Children develop their own checklist to ensure that as they undertake checks on their motorbikes, they are signed off to say completed. Children experience delightful activities that encourage their understanding of the living world. For example, they learn how to care for and tend new born lambs. Children explore the way they look and feel when several lambs visit the nursery with the farmer, taking time to feed them their bottles. This enables children to understand the importance of taking care of other things and how they need food regularly to help them grow. Staff support children in this activity and remind children of the importance of good hygiene routines after touching them.

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

Children are extremely happy, relaxed and confident in this exciting, stimulating environment. High priority is given to ensuring babies and children settle easily, forming strong bonds of attachment with their key person which helps develop a sense of security and belonging. Transitions from home to nursery and then into each room as they grow are managed excellently. Staff take time to visit their new room with each child and introduce parents to their new key person. Parents reflect on their child's developing needs through the use of an 'all about me' form so their child's needs are well known and staff are able to truly reflect children's backgrounds and interests at nursery. This makes any change less daunting and the process as relaxed as possible as it is set at a pace that is reflective of the parents and child's needs. Staff are kind, caring and reassuring which results in babies and children's confidence continually growing and they are well prepared for what happens next. Staff are highly skilled in recognising and providing for the individual needs of the children. Through praise and encouragement children's confidence flourishes as does their self-esteem. Children are inquisitive, active learners who move freely around nursery. Younger children enjoy taking their play between the indoor and outdoor learning environment and are free to decide when they wish to play outside. All rooms have direct access to an inspirational outdoor learning environment which is rich in opportunities for them to continue their learning outdoors. Protective clothing is provided so all children are able to play outdoors regardless of the weather and gain the most from their play opportunities. Resources are a very high quality and effectively support all areas of learning for all children who engage in stimulating, challenging activities that continually encourages their independence. As a result, they become capable, confident learners.

Staff place great emphasis on ensuring babies and children are socially and emotionally prepared for the next stage in their learning. Behaviour is excellent as children consistently learn about sharing, taking turns and being kind to their friends. Staff are excellent role models and gently remind children what is acceptable behaviour and older children are encouraged to develop their skills of negotiation when playing. Staff continually encourage children's independence and they become confident in managing their personal care. Snack and mealtimes are very social occasions as children chatter about their day and things they have done with their families. Children are actively involved in helping to prepare the tables for lunch and serving their own foods while supported by staff where needed. Excellent routines are in place to ensure the cook and all staff are fully conversant

with any dietary needs, allergies and food preferences. Excellent routines with regard to the handling and preparation of foods ensure that there are no opportunities for children to come into contact with foods that are unsuitable for them. Freshly prepared meals are provided that continually excite children's taste buds and enable them to try foods from around the world. Staff are good role models to children and encourage children to use good manners and pass foods to each other as needed.

Babies and children are cared for extremely well throughout the day as staff carefully provide for their individual needs and routines. Babies and younger children have their needs sensitively met. For example, nappy changing routines and toileting needs ensure their comfort is maintained throughout the day. Older children learn to manage their personal needs exceptionally well. They confidently use the bathroom, washing their hands at appropriate times throughout the day. Pictures and labels encourage the children to recognise the value of washing their hands also. Swift routines are in place to deal with minor accidents and staff maintain excellent communication with parents who countersign all medical records at the end of the day. Staff deal promptly with children who become unwell and give appropriate treatment, ensuring parents are kept fully and involved in decisions regarding their child's well-being. Children's safety is paramount and comprehensive risk assessments are completed to cover inside and outside areas. Children also become aware of their own safety, for example, practising the fire evacuation procedures so they are fully aware of what to do in an emergency. All are recorded and evaluated when practised to ensure the procedure remains suitable and children and staff remain safe. Babies and children benefit from plenty of fresh air each day as they move freely between the indoor and outdoor learning environment. They relish the experiences available to them and actively explore the wide variety of physical play equipment including climbing apparatus, water pumps and sand play. Children attend from a wide area and move onto several different schools. Teachers are actively involved in meeting the children and speaking with their key person. Staff encourage children in all aspects of self-care and their independence and social skills are promoted at all times. Through the interesting, stimulating activities, children develop excellent skills with regard to maths, literacy and an understanding of the wider world which helps smooth the transition for children as they leave the nursery to begin their formal education.

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

Management and staff demonstrate an excellent understanding of safeguarding children in their care from abuse and neglect. Designated safeguarding officers fully understand their responsibilities and all staff show an excellent understanding of the procedures to follow should they have a concern about a child in their care. Vigorous recruitment processes, vetting procedures and induction ensure that all staff are suitable for their role and safe to be in the proximity of children. Training is a priority and staff access a variety of training courses to continually enhance their knowledge and skills and remain up to date with current legislation and practice. Staff are highly qualified and use their knowledge and understanding of good quality childcare effectively to ensure children gain the most from

all experiences available to them. The safety of children is paramount. A fingerprint recognition system ensures that only registered staff and parents are able to access the nursery. Records of all visitors to the nursery are maintained and their identification sought. Management fully understand the importance of notifying Ofsted and other agencies of any significant events that relate to children's health, well-being and safety. Comprehensive written risk assessments ensure the environment is safe, secure and suitable and all potential risks are minimised so children play safely and confidently within all areas of the nursery available to them.

Managers and staff are passionate about delivering high quality care and education for children and their families and work together excellently. Their enthusiasm has an extremely positive effect on children who are motivated, engaged and eager to learn. This exciting environment allows children to develop a sense of freedom and safety, exploring everything around them and continually enhancing their learning. Documentation is maintained to an extraordinary high standard and staff are continually supported through the acknowledgement of their excellent work and through praise and encouragement. This promotes a feeling of value, appreciation and inspires them further. Peer observations and monitoring is used effectively to continually enhance and develop staff's practice and performance. Secure monitoring and evaluation of all aspects of the service provided involves actively seeking the views of parents, children and staff. This leads to effective identification of key strengths within the provision and enables management and staff to clearly identify targets for improvement. For example, the continued development of the outdoor learning environment and the further use of photographs within the baby rooms, placing them on the floor so babies can see them easily as they begin to crawl and be mobile.

The nursery's excellent partnerships with parents enable it to successfully meet the individual needs of the children. Parents' involvement is highly valued. Staff spend optimum time getting to know all about children, their needs, preferences and interests during their initial visits to the nursery and their gradual introduction into the nursery enables them to feel safe and secure. This ensures the transition from home to nursery is as relaxed and happy as possible. Parents are continually informed about their child's day and actively encouraged to share their child's learning and interests at home. Parents' questionnaires, parents' evenings and a parents committee enable them to share their views on the quality of the provision and influence change. For example, recent discussions have involved looking at the menus and foods provided and their ideas recorded and are now being used to enhance the already excellent meals their children receive. Management and staff maintain professional relationships with other professionals involved in supporting children's well-being, care and development which include detailed sharing of information and forging links with local schools, providing key information to help children in their move to school. This includes visits from teachers to the nursery, photographs of teachers and conference calls with key staff, teachers and parents. This effectively supports children and parents during this transition.

### **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>	EY467309
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	940693
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	200
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Next PLC
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	011662842032

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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.

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.

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