

# Stepping Stones Private Day Nursery

20 Claremount Road, Boothtown, Halifax, West Yorkshire, HX3 6JQ

<b>Inspection date</b>	28/03/2014
Previous inspection date	04/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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

- Practitioners build a suitable relationship with parents to include them in their children's learning.
- Appropriate use is made of space, so that children can help themselves to toys and equipment in a safe and welcoming environment. This helps them to develop their independence.
- Staff are beginning to build suitable links with outside agencies to ensure that children with special educational needs and/or disabilities are appropriately supported.

### It is not yet good because

- Not all practitioners recognise the different ways that children learn, so they are not able to use this information to shape children's learning experiences.
- Children are not always given sufficient challenge because practitioners are not always clear about the learning intentions of activities and do not match these to children's needs.
- Children sometimes share the same cup. This puts them at risk of cross contamination.
- Children do not form secure emotional attachments with the adult assigned to care for them as their key person is often changed.

## **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 the quality of teaching and activities in the play area.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to the manager and conducted a joint observation.
- The inspector looked at children's assessments records and planning documentation and checked evidence of appropriate training.

## **Inspector**

Thecla Grant

## Full report

### Information about the setting

Stepping Stone Private Day Nursery was registered in 1995. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Boothtown area of Halifax, and is privately owned. The nursery serves the local area and is accessible to all children. The nursery operates from two floors and there is a fully enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, 4 and 6 including the manager who is also a qualified early years teacher. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 27 children attending who are all in the early years age group. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure hygiene procedures are rigorous enough to prevent the spread of infection, particularly with regard to young children sharing cups
- enhance practitioners understanding of children's interests and learning styles and reflect these in ongoing assessments so that children's learning experiences offer appropriate challenge and are shaped to meet their individual needs
- provide consistent opportunities for young children to develop positive relationships and enhance their emotional development by ensuring that they are able to form robust bonds with their key person.

## Inspection judgements

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

The educational programme adequately covers the seven areas of learning. This means that practitioners generally understand how to promote children's learning. Therefore, children have the basic skills needed for school and the next stage in their learning. For example, children decide to design a kite on the computer. Staff extend this activity by providing resources for children to make their own kites to fly in the garden.

The quality of teaching is variable. Practitioners do not always recognise the different ways that children learn. For example, as children test out their own ideas while they play

with water, they develop their problem solving skills. However, staff do not recognise the value of this play and interrupt children to engage them in an adult-directed painting activity instead. In addition, children showing an interest in completing the jigsaw puzzles are not given enough time to think things through for themselves, before the practitioner intervenes. This means that children are not always encouraged to develop shared thinking to improve their communication and language skills or to work things out for themselves.

Planning is in place and is based around themes, such as animals. However, the learning intentions are not always well thought out or age appropriate. For example, young children are given work sheets with pre-drawn animal shapes to colour, so staff can observe which hand is their most dominant. This means that some activities planned do not give children enough challenge. Observations and assessments are in place, but children's interest and the next steps in their learning and development are not always well thought out. Children with particular needs are generally supported by outside professionals. Their key person plans activities based on the advice of the portage worker. However, children's progress is not consistently monitored so gaps in their learning are not closing as rapidly as they might. Parents are asked to share information about their children's development when they first start to attend, which is used to assess their starting points. Parents are encouraged to share what their children are interested in, and are to some extent supported in guiding their children's learning at home.

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

Parents share information with the key person to help them to settle their children into the nursery. This information includes the language that their children speak at home. Newly employed practitioners have access to the information shared, to meet the children's needs according to their parent's wishes. However, recently there have been many changes to key persons when staff have left. This unsettles children and means that they must form bonds with a new person. The environment is safe, welcoming and well resourced, and practitioners make the best use of the space provided to promote children's motivation and self-confidence. As a result, children act confidently within the setting, and easily access the toys and equipment provided. They are also beginning to make emotional attachments with practitioners who have been employed for longer periods of time. Practitioners are good role models and are well deployed. Therefore, children are beginning to learn the routine and the expected standard of behaviour in the setting.

Children's health is promoted through regular fresh air and exercise. Meal times are a social occasion where children's independence is promoted. For example, they serve themselves lunch. Children also learn good table manners and sit at the table appropriately with their friends. Practitioners promote some good hygiene practices by cleaning the nappy changing mat after every change with antibacterial spray. Children also learn about hand washing from an early age, by washing their hands after nappy changes. However, arrangements to prevent cross contamination are not consistent, because children under two drink out of each other's beaker. Practitioners emotionally prepare children to move groups within the nursery. They take children to visit their new

playroom. Those getting ready for school are appropriately supported to develop their independence so that they are ready for the next stage in their learning.

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

The inspection was prioritised following concerns being raised about the provider's ability to safeguard the children in the nursery and provide for their welfare. The inspection found that the provider had failed to respond to some concerns about children's welfare regarding cross contamination, and the effect that change within the staff team has on the children's personal social and emotional development. These weaknesses in practice are breaches in the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

The manager has some understanding of the safeguarding and welfare requirements. There is a central record in place, which shows that all staff have Disclosure and Barring Service checks completed. The proprietor has attended safer recruitment training, and understands the importance of asking for references from the previous employer of staff. The management team has trained practitioners to understand the safeguarding policy and procedures. As a result, all staff have read this policy as part of their induction and understand how to recognise the signs and symptoms of abuse. They also have a clear focus on the training and supervision of staff, particularly with regard to safeguarding and behaviour management, so all staff have up-to-date knowledge. Arrangements for performance management are in place. Practitioners attend staff appraisals annually to look at their strengths and identify some of their training needs. However, this does not sufficiently focus on teaching to identify and address where practice is weak. A central record of staff training and qualifications is in place to keep the manager informed of when training, such as first aid, needs to be updated. Staff turnover is high and this constant change in staff means that children's learning and development is not consistently monitored by the key person to identify the progress they are making, or to quickly close any gaps in their learning.

The management team and practitioners aspire to improve. They seek the views of practitioners and parents to inform the evaluation of their provision. They recognise where improvement is needed and take some action to address these areas. For example, practitioners have reorganised the playrooms to help them monitor the delivery of the educational programme more effectively. The provision shows a general capacity to sustain some level of improvement. Actions from the previous inspection have been addressed and plans are sufficiently focussed on improving children's achievements. The provision suitably works with the local authority and has received monitoring visits, which have had a positive impact on practice. The management team are beginning to build links with other professionals, such as portage workers, to support children who need some intervention in order to reach their potential.

### **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>	303706
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	966172
<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>	53
<b>Number of children on roll</b>	27
<b>Name of provider</b>	David Charles Marsden
<b>Date of previous inspection</b>	04/09/2013
<b>Telephone number</b>	01422 323231

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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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