

# Little Stepping Stones Day Nurseries

Argento Tower, Mapleton Road, London, SW18 4GA

<b>Inspection date</b>	29/07/2014
Previous inspection date	06/02/2014

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

- Staff work well as a team to meet children's individual care needs and provide them with a bright and well-organised environment.
- Staff provide children with a good range of activities and experiences, and gives them time to use resources, which successfully develops their independence.

### It is not yet good because

- The nursery does not implement their equal opportunities policy as there is no named special educational needs coordinator to work with children, staff and parents. This is a breach of the legal requirements.
- Staff do not develop effective strategies for successfully managing challenging behaviour displayed by children with special educational needs, to enable children to learn to cooperate and be included in all 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the indoor play areas and during an outing to the local park.
- The inspector completed a joint observation with the manager of the provision in the local park.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

Little Stepping Stones Day Nursery opened in 2013. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a residential area of Wandsworth, in the London Borough of Wandsworth. Children have access to two group rooms, with toilet facilities. The local park opposite is available for outdoor play. The nursery is open from 8am to 6pm, with extended hours available on request. It is open 52 weeks of the year and closed for public bank holidays. The nursery is in receipt of funding for the provision of free early education to children aged two and three. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. There are currently 39 children on roll, all of whom are in the early years age range on roll. There are eight members of staff who work directly with the children, all of whom hold appropriate childcare qualifications. The nursery also appoints a cook on a term-time basis.

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

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

- ensure there is a suitably qualified and experienced special educational needs coordinator to work with staff and parents to meet children's individual needs
- ensure staff develop effective strategies for managing challenging behaviour presented by children with special educational needs, so all children co-operate and are included in all activities.

### Inspection judgements

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

Staff have a sound knowledge of children's needs and strive to meet them through working with children individually and involving parents. However, they do not always know how to manage challenging behaviour presented by children with special educational needs effectively. This restricts the personal, social and emotional development of children with special educational needs. Staff join in children's play, encourage them to explore and fit in with their ideas. Consequently, children show their developing independence skills as they choose what they want to play with. Staff plan and provide a range of activities that motivate children and give most the skills they need for their future and starting school. Children who are learning English as an additional language are encouraged to communicate well. For example, staff ask parents for words they can learn in children's home languages and use these when talking with the children. Staff change the resources throughout the day to provide children with variety. Children enjoy mixing different

coloured paints, making designs with old boxes, glue and other junk, as well as, playing with sand and water. Children generally concentrate well. They enjoy adult-led singing and movement sessions, and daily outings to a nearby park. The nursery owners have identified that they plan to provide additional indoor resources to further promote children's physical development.

Discussions with parents during the inspection identify they are happy with the nursery and the way they are involved in their children's learning and development. For example, they say 'there is a secure on-line portal where we can see what activities our child has been doing everyday and what progress they have made'. 'We like the fact we can also contribute to this record and ask questions about our child which helps us to feel involved and we know how she is participating in activities'. Staff know children well. They use observations and assessments well to successfully promote most aspects of children's learning, and help them reach expected levels of development. Staff use pictures and talk aloud to promote children's understanding, including children who have English as an additional language. Younger children start to copy some words, using noises to communicate, and taking their key person's hand to show her what they want. Staff encourage children to play with a variety of resources to help them develop positive relationships with others. Children enjoy running and climbing, and some show good agility during outings to the park and tennis activities. They develop good self-help skills because staff encourage them to take responsibility for their personal care, whilst providing support as needed.

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

Staff attend behaviour management training and discuss what they have learnt with other members of the team. However, this training is not effective in advising all staff on some behaviour management issues. The owners of the provision have tried to recruit a special educational needs co-ordinator who can advise staff, although this has not yet been achieved. Consequently, if children with special educational needs present any challenging behaviour staff do not have the skills to consistently gain these children's cooperation to enable them to take part in activities. Despite the attentive approach of staff this sometimes disrupts activities for other children. However, most children are well behaved, independent in their play and form secure emotional attachments with staff, and other children. Staff show affection and kindness when children go to them for a hug, and are very attentive to children's individual care needs. Children show good independence as they choose and use the wide range of activities and resources. They enjoy exploring sand, water and pasta, and happily play in the bright and well-organised environment.

Children are provided with well balanced and nutritious meals and snacks by an outside caterer. Weekly menus are created to meet children's individual dietary needs. For example, for those children who are vegetarians, eat halal meat and are on dairy-free diets. Children's good health is promoted through daily outings to the local park where they have opportunities to be active. For example, as they take part in weekly tennis activities. Children have good opportunities to learn about their own safety. The fire services visit the nursery and talk to children about what to do in an emergency. Staff also

make sure children learn about the importance of staying close to them during outings to the park. Staff plan activities that promote children's awareness of differences in society. For example, children listen to staff explaining about Diwali celebrations and paint clay pots which they use for battery operated lights. They paint lanterns for Chinese New Year and take part in egg hunts at Easter. There are resources available that promote positive images of difference. Staff work hard to include children in all activities. However, when children present challenging behaviour they do not have the skills to help children overcome frustrations and take part in everything on offer. Staff organise sessions for children to spend time settling into new rooms within the nursery, which helps children feel secure and begin to develop a relationship with their new key person.

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

The nominated person and nursery manager have a sound understanding of the Early Years Foundation Stage, but do not ensure all requirements are met. The nursery has not appointed a special educational needs coordinator after the previous practitioner left earlier this year. The nursery owners have attempted to recruit a member of staff to this post, but have been unsuccessful in appointing someone with an appropriate qualification. In addition, they have not been able to access special educational needs co-ordinator training for existing staff until later in the year. This is a breach of the requirements. Although the owners constantly offer advice to parents and staff, the support for children with special educational needs and/or disabilities is compromised. The nominated person actively supports staff training and development and keeps clear staff training records. As a result, all staff are working towards higher qualifications. However, despite some staff attending local authority behaviour management training, staff do not have the skills needed to effectively manage significant incidents of children's behaviour. They are not guided in using methods that successfully gain children's cooperation and inclusion. The owners of the provision regularly seek advice from the local authority, and demonstrate sufficient ability to identify and drive improvement. They clearly know the strengths and most weaknesses of the nursery, and work closely with the newly appointed manager to drive improvement. Since the last inspection, the nominated person has introduced a local authority self-assessment system for staff to use to review their own practice. This has recently been introduced to ensure that the aims for children's care and learning happen in practice.

All staff have had appropriate checks completed. New staff, whose suitability checks are in process, are never left unsupervised with children. The premises are safe and secure. There is Closed Circuit Television in all areas of the provision. In addition, staff are vigilant about completing risk assessments in the premises, and on outings, to maintain children's safety. They take appropriate action when they encounter unexpected risks, and make sure that children are well supervised at all times. Staff-to-child ratios are always adhered to both in the nursery and on outings. All staff and children wear high visibility jackets on outings and this means they can be seen at all times, including times when they use the tennis courts. Staff follow the nurseries procedure for the use of mobile phones and cameras, and only use the nursery phone during outings to report any incidents. All staff

complete child protection training and this enables them to know what to do to safeguard children's welfare. Safeguarding is a constant item on team meeting agendas and this enables staff to discuss any concerns. There are staff recruitment and induction procedures implemented. For example, all staff receive regular supervision and appraisals where their practice is reviewed and areas for ongoing professional development identified.

The nursery manager and nominated person monitor developmental records to provide an overview of children's individual progress. These are used to help children make progress and identify children who need intervention to close gaps in their learning. The nominated person works hard to obtain parents consent for further assessment. Since registration, the nursery have received considerable guidance and support from the local authority. For example, they have helped with the recruitment of a new manager, completed quality assurance assessments of the nursery and provided details of other agencies that can be contacted to support children with special educational needs. The nominated person regularly visits the nursery and monitors staff practice. The nominated person consults with staff to include them in identifying improvements. Since the last inspection, staff have introduced a system that identifies staff responsibilities in delivering the Early Years Foundation Stage. This has enabled children's learning to become more focused. The nursery uses questionnaires to seek parents' views about the provision, all of which have recently identified that they feel the nursery provides an excellent service. There are clear plans in place for continuous improvement. Recommendations made at the last inspection have been met. For example, staff enhance children's learning by displaying posters around the nursery related to number and stories. They establish effective communication with parents to meet most children's individual needs. Parents are invited to attend regular meetings to discuss their children's progress which promotes continuity in care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (compulsory Childcare Register)
- ensure that the childcare is inclusive by taking all reasonable steps to ensure that the needs of each child are met (compulsory Childcare Register).

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY467575
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	983557
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Little Stepping Stones Ltd
<b>Date of previous inspection</b>	06/02/2014
<b>Telephone number</b>	02088706824

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

