

# Positive Steps West Byfleet

West Hall, Parvis Road, WEST BYFLEET, Surrey, KT14 6EY

<b>Inspection date</b>	21/10/2014
Previous inspection date	28/04/2014

<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

- Staff have good knowledge and understanding of how children learn and develop. As a result, they plan interesting and challenging activities which meet the interests and needs of all children.
- The quality of teaching is consistently good. Staff interact skilfully with children to enhance their learning therefore supporting them to make good progress.
- The effective leadership and management significantly enhances children's care, welfare and learning.
- Strong relationships with parents mean that key persons know their children well and that parents are successfully included in their children's learning and development.

### It is not yet outstanding because

- Staff have not fully explored ways to engage younger children at the end of the lunch time period and when preparing them in readiness for outdoor play.

## 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 organisation of daily routines and activities within the nursery and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day and through documentation sampled.
- The inspector held meeting with management, sampled documentation, including children's assessments records, safeguarding procedures and staff suitability.

## Inspector

Janet Thouless

## Full report

### Information about the setting

Positive Steps West Byfleet registered in 2013 and is one of eight nurseries run by Positive Steps Children's Day Nursery Limited. The nursery operates from self-contained premises in West Byfleet, in Surrey. Children are cared for in four rooms over two floors. All children share access to an enclosed outdoor play area and an additional nature school field. It is open each weekday from 7.45am to 6.15pm for 51 weeks of the year. There are currently 114 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 20 staff. Of these, 16 hold relevant childcare qualifications with the manager holding Early Years Professional Status. Four staff are currently training for a childcare qualification. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- consider ways to engage younger children after lunch times and review the routines when getting young children ready for outdoor play.

### Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. Staff complete detailed observations to understand children's learning styles and interests. Staff demonstrate a good knowledge of each child and use this information effectively to shape the learning experiences on offer. As a result, children are working securely within the typical range of development expected for their age and some are making rapid progress in all areas. A good balance of adult-led and child-initiated activities ensure that children are the prime instigators in their own learning. Children's learning journals clearly show how staff appropriately challenge each child across all areas of learning. Staff effectively use the progress check at age two to three years and ongoing summary reports to identify when early intervention may be needed. This helps to ensure that children receive the appropriate level of support. Caring staff support children with special educational needs and/or disabilities effectively because they understand their individual needs. Staff give a high priority to encouraging parents to play an active part in their children's learning. Parents are able to read children's learning journals when they wish. They comment that they enjoy discussing their children's progress with key persons and take activity bags home to share with their children. This supports consistency in

children's learning and development well.

Babies and young children have more natural resources to explore. Well-stocked baskets of everyday objects and materials, which all look and feel different, keep them captivated as they explore the contents. In addition, babies enjoy sensory light toys such as flashing colourful balls that activate when bounced which encourages their investigation and exploration skills. Babies respond by making babbling sounds indicating their pleasure. Staff respond to young children's natural curiosity by showing an interest in all that they do. Children explore diverse creative media, such as dough mixed with sawdust, colourful pasta and frozen chalk activities. These activities enable young children to develop their sensory skills using a variety of creative media.

There is a very strong emphasis on developing children's communication, and language skills. Staff seize spontaneous moments to engage with children on how the force of the wind sways branches on trees and lifts leaves into the air. Staff introduce words such as blustery, swirling and breezy and ask children to describe what they see. Children describe how the wind feels on their face and hold their hands up to catch the wind. They giggle as they chase leaves around the outdoor environment. In addition, children explore the nature field participating in bark rubbing. Together in small groups they talk about the patterns they have created, the bumpy texture of the bark and the shapes and colours of fallen leaves. Children roll forward a log and excitedly share with others the worms and bugs they have discovered underneath. These types of activities create a great sense of excitement developing children's critical thinking and problem solving skills.

Staff provide good opportunities for all children to develop an interest in books. Staff introduce and display a very good range of story and reference books that excite and involve children. Staff read books to children through-out the day and use props such as puppets to encourage children to retell stories and share their thoughts and home experiences. Staff use every opportunity to encourage and support children's literacy skills. Older children find their own names on arrival as they self register, they write their own names on creative work and begin to form letters as they practice writing in make believe play. As a result, all children make good progress in readiness for school.

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

Babies and children demonstrate they feel safe and secure in the warm and caring atmosphere of the nursery. They know they are special through the warm and caring response they receive from their key persons. Key persons find out as much as possible from parents so care routines are familiar and comforting. Staff constantly talk with the babies as they provide a running commentary throughout their play and within care routines. Babies receive cuddles, offered comforters and gentle rubbing of their backs as they settled down for their sleep. In addition to the key person, young children develop good relationships with a secondary key person. This provides good levels of support to young children when key persons go off to lunch. They are offered reassurance, wave happily and enjoy their play because they are safe in the knowledge that their key person will return. Staff give a high priority to encouraging parents to play an active part in their

children's learning. For example, staff carry out home visits to observe and seek from parents children's starting points. Photographs of children's family members support children to develop a sense of their own identity. This helps develop children's personal, social and emotional wellbeing effectively.

Children are motivated and independent due to the good range of accessible toys and resources. Staff imaginatively arrange the cosy and make believe areas to give all children opportunities to explore a variety of different play scenarios. Staff are deployed well. However, on occasion younger children are not fully engaged after lunch and when getting ready for outdoor play. Sensitive and responsive interaction with staff fosters a strong sense of belonging and security. This results in a harmonious caring environment. Staff help children resolve potential conflict such as taking turns in the outdoor play area or when using particular equipment. Staff calmly offer children gentle reminders on the sharing of toys and waiting for others to finish. Therefore, children are developing the complex skills of sharing resources and working together from an early age. Staff recognise bilingualism as an asset and promote the use of family's first languages, such as Spanish. Parents share words spoken at home; staff use a wealth of resources such as books in dual language, posters, labels and picture line which includes the routine of the day. This promotes a fully inclusive nursery environment.

Staff fully support children's well-being through the provision of healthy eating, outdoor play and physical exercise. Staff provide a range of healthy snacks and meals prepared by chef throughout the day. Children enjoy participating in nature walks and bug hunts. In addition, they visit a care home for the elderly and participate in activities such as bee keeping and the importance of planting bee friendly flowers. Therefore, involving and giving children a good sense of their local community. Children enjoy participating in outdoor play. They pedal bikes, climb apparatus, run around catching bubbles and enjoy participating in hide and seek. Therefore, fully developing their physical skills.

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

The nursery is led and managed very effectively. The management team strive for continues improvement of the provision to effectively support children's learning and development. They monitor the educational programme well, observe and evaluate staff performance and ensure that staff are supported in their training and professional development. Since the last inspection the management team have been highly proactive in addressing the previous actions. For example, they have strengthened the key-person system to ensure young children form secure attachments as soon as they start at the nursery. In addition, the good deployment of staff now ensures that they meet children's needs. Staff discuss individual training needs at supervision meetings and they are arranged to positively impact on staff performance. Evaluation of the nursery's strengths and areas for development is ongoing and involves contributions from staff, parents and children.

Staff undertake regular training around child protection issues and procedures. As a result,

they are secure in their knowledge of signs and indicators of abuse and neglect and what they would do if they have any concerns about a child. There is a clear procedure to follow in the event of an allegation against staff, which contributes towards keeping children safe. Robust recruitment and vetting procedures are in place to check the suitability of all adults who work in the nursery. All appropriate and required checks are completed, both when staff are newly appointed and during supervision and appraisal systems. Staff regularly review and adapt comprehensive risk assessments as and when required. In particular, local walks and the use of the nature school field. This means that staff swiftly identify and deal with potential hazards immediately.

Partnerships with parents are positive and well established and this makes a strong contribution to meeting children's individual needs. The nursery implements robust policies and procedures, which staff adhere to appropriately. They share the policies with parents such as child protection and the complaints procedure so that they understand the procedures that support children's education, health and well-being. Parents are fully informed about all aspects of nursery provision through an information notice board, regular informal discussions, newsletters and parents meetings. In addition, parents receive regular updates via email. Regular parent's meetings ensure that staff can formally share the achievements children make. Parents are able to view their children's learning journals whenever they wish. Well-established links with other professionals enable staff to work closely with outside agencies in order to meet the needs of children effectively. This means that children with additional needs and or disabilities receive good support to extend their learning and to experience success. The nursery offers children and their families a welcoming and inclusive environment and staff work in close partnership with parents to facilitate this. Parents spoken to are complimentary about the nursery, expressing a high regard for staff and the learning that takes place. The nursery has developed good relationships with local schools to prepare children in readiness for school.

### **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. 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>	EY460544
<b>Local authority</b>	Surrey
<b>Inspection number</b>	985514
<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>	72
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Positive Steps Children's Day Nursery Limited
<b>Date of previous inspection</b>	28/04/2014
<b>Telephone number</b>	07932 395668

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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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Piccadilly Gate  
Store St  
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