

# Next Steps Childcare Centre

The Royal Bath & West Showground, SHEPTON MALLET, Somerset, BA4 6QL

## Inspection date

08/01/2015

Previous inspection date

16/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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	1
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 form extremely good relationships with children and their families, which helps children feel valued and they settle easily.
- Children enjoy a great variety of healthy, nutritious snacks and meals, which actively enhances their awareness of eating well.
- Staff provide a good range of purposeful play activities that effectively encourage children's learning.
- Staff frequently evaluate and review the provision offered, which results in continual improvements.
- The strong leadership and management team encourage staff development and teamwork very well.

### It is not yet outstanding because

- The organisation of some activities does not fully encourage the involvement of all children, which reduces some learning opportunities.
- Staff do not always maximise opportunities to reinforce children's awareness of the written number shape during counting 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 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 children in their play and interactions with staff.
- The inspector sampled documentation, such as operational policies and regulatory records.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector viewed the nursery's self-evaluation form.
- The inspector undertook two joint observations with the manager and discussed children's play and learning.

## **Inspector**

Mary Daniel

## Full report

### Information about the setting

Next Steps Childcare Centre registered in 2003. This privately owned day nursery operates from a purpose built, one-storey building situated in the grounds of the Bath and West showground, near to the town of Shepton Mallet, Somerset. Children have use of three play rooms, with integral bathrooms and nappy changing facilities. There are two enclosed outdoor play areas. The day nursery is registered on the Early Years Register and both parts of the Childcare Register. It is open each weekday from 8am to 6pm for 50 weeks of the year. There are currently 59 children on roll, all of whom are in the early years age group. The group are in receipt of funding to provide free early years education for children aged two, three and four years. The group provide support for children with special educational needs and/or disabilities and children with English as an additional language. A total of 14 staff are employed, which includes an overall director, a nursery manager and a nursery chef. The manager holds Early Years Professional Status, one member of staff is qualified to degree level, one holds a qualification at level 4 and seven hold a qualification at level 3 in childcare and early years education.

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

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

- review the variety and organisation of some group activities to fully encourage the interest and involvement of all children
- make more consistent use of the written number shape, to fully encourage and reinforce children's developing early awareness of mathematical concepts.

## Inspection judgements

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

Staff plan an exciting range of motivating learning experiences for children. They continually observe children's play and carefully identify their interests and stages of development. This actively helps staff plan activities that clearly promote children's development. Consequently, they make good progress from their starting points of learning. Staff engage the pre-school children's interest very well. Staff effectively help children think critically, explore and experiment. For example, children learnt about the qualities of ice as they discussed how small, colourful bricks became frozen inside some ice. Staff asked children how they could get the bricks out. Children decided they could break it up with their spoons and enthusiastically attempted to do so. Staff also talked to children about how to melt the ice and demonstrated this with warm water. Children were fascinated as they watched this process and said, 'It was big and now it's little.' They

remained fully absorbed throughout this activity. In addition, staff introduced new vocabulary, such as 'smooth', 'slippery' and 'rough' as they discussed the changing textures of ice. Consequently, children developed their language skills as well as their understanding of early scientific concepts. This actively supports children in developing the skills needed for their future learning.

Staff place a strong emphasis on children's communication skills. They help the pre-school children sound out the first letters of words, such as their names. Children enjoyed playing a sound lotto game. They listened well to the different sounds and found the corresponding pictures to match those on their lotto card. This effectively encourages children to develop their listening and attention skills. Staff read the two- and three-year-old children a story with large, colourful pictures of construction vehicles. They emphasised sounds saying, 'The orange roller goes roll, roll, roll,' or 'The yellow digger dig, dig, digs.' This actively helps the younger children to start linking sounds and words. Staff reinforce and repeat the sounds that babies make, which gives them confidence to make further attempts to communicate. Staff make good use of spontaneous learning opportunities, such as in the outside play areas. They often relate activities to children's favourite stories. For example, they asked children aged two and three years if they should go under, over or through a muddy puddle. Children then had great fun splashing through the puddle repeating words and phrases, such as 'splish, splash, splosh', with staff. As a result, children actively developed their communication and early understanding of positional language.

Staff encouraged babies very well in exploring colour and texture through their play. For example, they talked with the babies about the red and yellow paint they explored with their paintbrushes and hands. The babies were fascinated to see the marks they made and began experimenting with small circular movements on the paper. This actively encouraged their early writing skills as they gained more confidence in controlling their small motor movements. Babies also enjoyed exploring the colourful activity toys provided. They smiled with delight as they pressed buttons with great interest, activating a sequence of flashing lights or familiar music. However, at times the organisation and variety of activities available did not fully encourage the participation of all children. For instance, some children could not easily see the pictures during a story session. At times, the play opportunities for the babies were slightly less stimulating. This occasionally reduces the opportunities to fully motivate and encourage children's interest in learning. Children are keen to sing their hello song to each other. They happily use colourful named photograph cards to register their attendance. This actively encourages children in building their early relationships and making friends with others. Staff provide exciting role-play areas, such as a school or doctors surgery. Pre-school children eagerly find policemen helmets to wear and keyboards to use in their game. Younger children happily cuddle their dolls and pretend to feed them with toy drinking bottles. They like to sort out the play food in the role-play kitchen and make their pretend meals. This means they develop their imagination very well through their play as they act out meaningful experiences. Staff are skilled at bringing counting into children's play and do so often. For example, they ask children to count how many friends are present and children are quick to represent this number using their fingers. However, staff do not always use the written number shape effectively to reinforce children's counting abilities.

Staff understand the process of completing the check for two-year-old children. They complete a summary of children's achievements in liaison with their parents and identify any areas to provide further support. Parents commented that they felt their child was very happy at the nursery. They stated that staff were very friendly, sensitive and kind and helped them with settling their child into the nursery. Staff also liaise well with other providers and agencies involved in children's care and learning. Consequently, they work well together to provide a consistent approach to meeting children's needs.

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

Children are very much valued and welcomed at this friendly day nursery. They form very warm relationships and strong bonds with staff who have a caring and sensitive approach. Staff implement a highly effective key person family system. They frequently liaise with parents on their child's care. This actively helps staff to follow children's individual routines and promote their care exceptionally well. Additionally, this gives clear reassurance to children and parents. Staff greet children very warmly on arrival and enthusiastically welcome them into the nursery. As a result, children quickly gain the confidence to separate easily from their parents and readily settle to play. This actively enhances their sense of well-being as they feel secure and safe. Staff are highly committed to helping each child reach their full potential. They work extremely well in promoting children's specific educational needs and liaise effectively with involved agencies. Therefore, staff are very proactive in providing continuity for children's particular individual abilities, which also promotes inclusion.

Staff encourage children's physical well-being exceptionally well. They organise the outdoor play areas effectively to provide a wealth of meaningful learning opportunities. For example, staff provide Forest School activities, which develop children's muscles and stamina. Children readily accept the challenges offered by these activities and benefit from frequently playing in the fresh air. For instance, they eagerly lift and carry small logs and branches back and forth when building dens outside. In addition, yoga, music and dance teachers visit and provide exciting and stimulating activities. Staff encourage children to use all their senses as they explore different movements within yoga classes based on magical stories. As a result, children develop very good coordination and balance, which helps them effectively control their movements. Therefore, staff are highly effective in promoting children's good health through fun, motivating play.

Staff provide children with an exceptionally good range of snacks and meals that they all enjoy. Staff enhance this enjoyment further by involving children in growing vegetables, such as cabbages or potatoes. Staff organise related visits, such as to a local supermarket. Children benefit from listening to the supermarket staff telling them about the process of growing to eating food. The nursery chef sometimes involves children in cooking activities or preparing vegetables or salad for their meals. This provides positive, practical opportunities to raise children's awareness of nutritious foods. Consequently, staff actively encourage children to develop positive attitudes to eating well and enjoying an excellent variety of foods. Staff actively encourage children to take safe risks in their play. For instance, they have fun on the rope swing and jump carefully over obstacles in the nearby

horse paddock. Older children cheerfully join in with their tidy up song as they help to put their toys away. Staff explain this is to prevent someone tripping over them. As a result, children develop a sense of managing their own safety. Staff talked to children about their natural environment as they discuss the weather in their circle time. They decided it was a bit cloudy and a bit sunny and found the relevant pictures for their calendar. Children also realised that a staff member should have worn her wellingtons to prevent her feet from getting wet. This enhances children's understanding of what to wear in different weathers.

Children are cared for in attractive, inviting play areas, where toys and resources are of very good quality. For example, babies sit securely in small, wooden chairs with arm surrounds at a low, round table. This actively promotes inclusion as they sit together for their meals and activities, which effectively enhances their socialisation and learning. Staff organise play areas well overall and display lots of colourful pictures and posters to enhance children's learning. In addition, staff create colourful displays of children's artwork, such as their self-portraits. This is highly effective in developing children's pride and sense of belonging. Children behave extremely well as staff keep clear, consistent and age appropriate boundaries. Staff get down to children's eye level to talk with them. They consistently give extremely positive recognition for their efforts and kindness. As a result, children develop very high levels of self-esteem and play cooperatively together. This significantly helps to prepare children for their move to school.

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

Leadership and management is strong. Management continually review the detailed operational policies and procedures with staff and monitor the effectiveness of these in practice. Management also implement very clear recruitment procedures, which include the completion of appropriate checks and references. They continue to assess staff suitability through detailed induction, supervision and appraisal systems. They delegate specific role responsibilities, such as for health and safety or safeguarding. Management work with staff to identify any specific training needs to help with their individual and generic roles. This actively encourages staff teamwork and continually helps to develop their professional knowledge of promoting outcomes for children. Staff safeguard children very effectively. Staff attend safeguarding training and regularly review related issues and procedures at staff meetings. As a result, staff clearly understand their roles and responsibilities in protecting children's welfare. In addition, they demonstrate a clear awareness of procedures to follow should a concern arise with a child. This effectively helps to safeguard children.

Management clearly promote a reflective approach and work effectively with staff to evaluate practice. For example, staff complete peer observations, giving constructive criticism to each other. They evaluate the effectiveness of planned activities and meet regularly as a group to discuss current practices. Consequently, management and staff continually identify areas to develop. This has a positive impact on the provision offered for children. For instance, management have also addressed the recommendations made at the last inspection. They now implement a more secure system of recording children's

hours of attendance. In addition, they have improved the risk assessment systems, which helps them keep children safe, such as on outings. Staff form very positive relationships with parents and keep them clearly informed of their child's activities and progress. Parents commented that they felt very involved in their child's learning. They particularly welcome the regular parents evenings where they meet with their child's key person and review their achievements. This provides positive opportunities for staff and parents to work together in identifying appropriate next steps of learning for children. Staff continually monitor and track their key children's progress. This helps staff to identify any gaps in children's learning and provide suitable support where needed. Therefore, staff work very effectively towards promoting positive outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. 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>	EY263811
<b>Local authority</b>	Somerset
<b>Inspection number</b>	837275
<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>	46
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Next Steps Childcare Limited
<b>Date of previous inspection</b>	16/03/2009
<b>Telephone number</b>	01749 346808

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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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