

Step By Step Day Nursery

Broadway Children's Centre, 49 Brook Green, Hammersmith, London, W6 7BJ

Inspection date

06/01/2015

Previous inspection date

07/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Young children form close and affectionate attachments to their key persons and other staff. This helps them to settle well into the nursery environment.
- Staff keep children safe. They teach them to keep themselves safe by encouraging them to take well-measured risks in order to develop confidence and independence.
- Staff fully understand their responsibilities to safeguard children. They undertake regular training to ensure their knowledge and procedures are up to date.
- Children make good progress in their learning and development. This is because staff ensure that parents are fully involved in nursery life and encourage their children's learning at home.

It is not yet outstanding because

- Staff provide children with opportunities to use a computer and play with a keyboard. However, there is less evidence of other forms of technology available, to help children to learn more about the world and how things work.
- Staff do not make the most of the visual signs and displays that show children what comes next in their day, so some children do not fully understand the daily routines.

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 engaged in activities indoors and outdoors.
 - The inspector spoke with the manager, staff and children.
 - The inspector carried out a joint observation with the manager.
 - The inspector took account of parents' views by speaking with them on the day and reading parents' feedback.
- The inspector sampled a range of documents, including policies and procedures,
- staff suitability records and qualifications, risk assessments and children's progress records.

Inspector

Jennifer Forbes

Full report

Information about the setting

Step by Step Day Nursery opened in 2007. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned and managed by Nelson Child Care Limited, in the Hammersmith area of the London Borough of Hammersmith and Fulham. The nursery operates from a purpose-built room within a children's centre building in Brook Green. The provider shares use of the building with a privately managed pre-school. Children have access to one room, and they share toilets and an enclosed outdoor play area with the pre-school children. The nursery opens Monday to Friday from 8am until 6pm, for 51 weeks of the year. There are currently seven children on roll, all under the age of three years. The provider receives early education funding for two year olds. The provider employs four members of childcare staff, including the manager. The manager holds an early years qualification at level 4, two staff hold qualifications at level 3 and one apprentice holds a qualification at level 2. The staff care for children who are learning English as an additional language.

What the setting needs to do to improve further

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

- strengthen the use of visual resources to help children, especially those who are settling in, to understand the routines and structure of their day
- provide more opportunities for children to use technology resources, to help them gain a wider understanding of how things work.

Inspection judgements

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

Children make good progress in the nursery because staff understand how they learn. The quality of teaching is good and staff use a consistent approach in their observations and assessments of the children's learning to help them progress. Staff provide children with an interesting and challenging range of activities and experiences that promote their all-round development. They promote all areas of learning in the indoor and outdoor learning environments. However, although staff provide children with some resources to help them learn about technology, they do not provide a full range to broaden their experiences. Therefore, children have fewer opportunities to learn about how things work and develop their understanding of the world. Children explore their environment with enthusiasm and staff offer activities that challenge and excite children, and promote effective learning. Staff encourage children to use their imaginations in role play and offer choices to enable

them to become independent learners. They track children's development individually and as a group, to ensure they all make good progress towards the early learning goals.

Staff record their observations and assessments of children's development in informative learning journals and they share these regularly with parents. Staff gather information from parents to identify children's initial skills and interests on entry to the nursery. This helps them to assess children's progress and plan the next steps in their learning. Staff plan activities for children on an individual basis and this means that they help each child to achieve good outcomes in their learning. Staff quickly identify any gaps in children's learning and development, and obtain rapid intervention and help for them through strong partnerships with parents and other professionals. Children's communication and language skills develop well, because staff spend time talking to them. Staff ask children useful questions to help them to think and they give them enough time to respond. For example, as children played with creative materials, staff asked them what they intended to make and what colours they would like to use. Children hesitated while they thought about their answers, and decided they wanted to cut out and paint diamond shapes. Staff provided the different coloured paint and materials chosen by the children, and praised them for their creativity.

Children who are learning to speak English as an additional language quickly develop their understanding and language skills. This is because staff speak to them clearly, using simple language, and work closely with their parents. Children enjoy the time they spend in the well-organised garden. Staff ensure this area is fully equipped to promote children's development in all areas of learning. Children develop their physical skills, for example, by using a large climbing frame as they pull themselves up to the top, placing their feet carefully in the footholds. They have fun playing with their friends as they race together on cars and tricycles. Children develop the coordination of their small-muscle movements and actions, for example, as they play with the sand. Staff also use such activities to promote children's development in mathematics. For instance, they help them to count the number of scoops of sand they pour into buckets. Children dance and act out rhymes and stories as staff sing to them, or play music for them. Staff ensure that children are well prepared for moving on to other settings and school. This is because they work closely with staff at other settings to ensure continuity of learning.

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

Children settle well into the nursery because staff make them feel safe and secure. Staff give lots of cuddles to children and soothe them if they become upset. Staff are sensitive and understand how children feel when they first separate from their parents. They are good role models for the children because they consistently promote positive behaviour by using frequent praise and encouragement. Staff provide a welcoming environment by displaying children's work around the room along with photographs of the children and their families. This helps the children to develop a sense of belonging and helps them to feel at home. However, staff do not display the routines of the nursery at child height. This means that children, particularly those who are new to the setting, cannot learn about the order of their day through these visual displays. However, children do get to

know the routines, which they follow well. Play resources are of good quality and are easily accessible to all children. Children select their own resources as they lead their own play. Children like to dress up and engage in make-believe play, for example, as they pretend to be doctors, fire fighters and tigers. They pretend to cook in the role-play home corner and snuggle up for a story in the cosy book area. Children learn to be independent as they wash their hands by themselves and manage their own personal care routines according to their stages of development.

Children learn to eat healthily as staff provide fresh fruit daily. They learn to serve their own food and pour their own drinks, and this promotes their independence. Staff encourage the children to use cutlery and they teach them good table manners. Children are excited when they see their food arrive and they eat very well after playing outside in the fresh air. Staff ensure that all children receive maximum benefit from their time in the garden. They encourage children to take well-supervised risks to help them develop skills and confidence. For example, older children in the group decided to try to climb to the top of the climbing frame. Staff stood behind them to offer support as they climbed. They gave them encouragement to take one step at a time and praised them when they reached the top. Such activities help children learn to keep themselves safe. They grow in confidence and self-esteem, which helps to prepare them for future learning and school.

Children are safe in the nursery as staff carry out thorough risk assessments in all parts of the play environment. Parents accompany their children on outings to help ensure their safety and well-being. Security in the nursery is good, because staff can see who is at the gate on an intercom system before they let anyone enter. Staff ensure that children can only leave the premises with their known adult, as they stand by the door and watch parents and carers sign their children in and out. Staff make sure that any visitors to the nursery are monitored to maintain the safety of the children. Staff supervise children easily within the nursery, because the room is compact and there are always enough staff in attendance. Children remain within sight and hearing of staff at all times.

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

The manager and her deputy help to ensure the smooth running of the nursery on a day-to-day basis by ensuring that all documentation is in order and up to date. They monitor the effectiveness of the educational programmes and ensure that planning meets the needs of all the children. The key persons track children's development and share reports on children's progress regularly with parents. The manager supports the staff well and monitors their practice. She spends time observing staff and children to ensure that individual children are making good progress in their learning. She encourages staff to observe and feedback on each other's practice. All staff have a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. The staff work very well as a team and fully understand their individual roles. They are appropriately qualified and they ensure their continuous professional development by undertaking regular training to promote further the outcomes for children.

Children are effectively protected because staff undertake training in safeguarding and first aid. The nursery safeguarding policy clearly states the procedures staff should follow should there be an allegation made against them. There is a strict policy on the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistleblowing policy which gives information to staff about what they should do if they need to complain about colleagues. This helps staff to feel confident about reporting any matters that worry them. All staff have a secure understanding of child protection procedures and know what to do if they have concerns about a child's well-being. Staff recruitment procedures are robust, and all staff and students undergo Disclosure and Barring Service checks to ensure they are suitable to work with children.

Staff work closely with parents and, with parents' permission, they seek the help of other professionals if they are worried about a child's development. Staff speak to parents daily about all aspects their children's well-being and development. Staff invite parents into the nursery to participate in activities, such as cooking with the children. Staff invite parents to events, such as picnics in the park and sports day. Parents speak very highly of the staff and the care their children receive. Parents receive a monthly newsletter and staff welcome parents' suggestions and feedback. The manager and staff are aware of the strengths and weaknesses of the nursery, and have ongoing plans for improvements. They welcome the support of the local authority advisors who help them with training and ideas. The management team has addressed all recommendations from previous inspections. The manager is the co-owner of another nursery close by and children move there when they reach the appropriate age. Staff move between the two settings, which helps children who are moving between settings to feel comfortable and secure. Staff also work closely with staff of the neighbouring pre-school and the local schools where they take children for visits. They help children to learn all the skills they will need to succeed in their future learning and their eventual move to 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

Unique reference number	EY342691
Local authority	Hammersmith & Fulham
Inspection number	844041
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	6
Name of provider	Nelson Child Care Limited
Date of previous inspection	07/03/2011
Telephone number	020 7371 6644

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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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