

Stepping Stones@chesapeake

22 Chesapeake Road, Chaddesden, Derby, DE21 6RB



Inspection date

Previous inspection date

16 June 2015

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The next steps identified for children's learning are not specific enough to support rapid progress.
- When children are identified as being in need of extra support staff use past experience of contact with other professionals to make decisions on the action they take rather than treating each case individually.
- Staff do not use opportunities to extend children's vocabulary well enough and occasionally use slang when speaking to children.
- The setting safeguarding children procedure does not contain the name of the current named lead staff member who has responsibility for safeguarding and child protection matters.

It has the following strengths

- Children are cared for in a safe, well-equipped environment. A wide range of good quality toys and equipment is accessible to children.
- Children are confident, happy and settled at the nursery. They have warm and trusting relationships with staff.
- Parents share important information about their child with the nursery and receive regular information about how well their child is doing.
- Staff have a secure knowledge of how to safeguard and protect children's well-being. They know what might cause them to be worried about a child or a colleague and understand what to do if they are concerned.

What the setting needs to do to improve further

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

- ensure the person who currently has lead responsibility for safeguarding matters is named in the policy document
- ensure that planning for children's progress identifies what it is intended that children will learn and takes into account the needs, interests and developmental stage of individual children so that their success can be recognised and progress checked effectively
- ensure that families are supported to access specialist support when it is needed to support children to make the best possible progress when they are at risk of falling behind in their development.

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

- improve how staff use planned and everyday opportunities to introduce new vocabulary and extend children's use of language.

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

- ensure the person who currently has lead responsibility for safeguarding matters is named in the policy document (compulsory register)
- ensure the person who currently has lead responsibility for safeguarding matters is named in the policy document (voluntary register).

Inspection activities

- The inspector observed activities in the playroom and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the area childcare manager.
- The inspector carried out a joint observation with the area childcare manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at planning documentation, evidence of staff suitability to work with children, children's records and a range of other documentation, including policies and procedures.

Inspector

Joanne Mary Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children are interested in the range of activities and resources staff provide for them. They spend time at activities and keep going with their task until they are satisfied with their result. Staff have considered the needs of the children they are caring for, who are all aged two or three years old, and activities are suitably resourced. Good provision is not always supported well enough by staff in the sessions, so children make steady rather than good progress. When children played with wooden blocks and tape measures, and made notes on notepads, staff sat by and missed valuable opportunities to model language, talk children about what they were doing and offer ideas and support. Staff make accurate assessments of children's development and progress. They do not use the information they have about children well enough to identify specifically what it is they want children to learn next so that they can effectively measure when the child has achieved their target. In addition when staff identify that a child may need extra support they do not actively seek the support of other professionals swiftly enough. This means that, for example, communication and language development falls even further behind.

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

Children are comfortable and secure in the care of the staff at the nursery. They form good relationships with staff and confidently approach staff when they want support or help. The well-resourced indoor environment provides children with opportunities to choose from a range of activities, such as sitting quietly with a book, building or being creative. Children are developing good habits in their play that are supporting them to be ready for making the move to the next stage of their educational journey. They happily play alongside each other and are developing a good understanding of how to share, wait and take turns. Although they are young, children are busy, concentrate well and persevere with activities. They are beginning to understand routines and what staff expect of them. At snack time children knew they needed to wash their hands and then sit at the table, they then waited patiently for everyone to sit before they ate.

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

The nursery receives support and monitoring from well-qualified staff employed by the parent organisation. These staff accurately identify weaknesses in practice and share this information with leaders and managers, who take appropriate action. As a result, improvements such as the development of an outdoor play area have improved children's experiences. Training and development opportunities are well-targeted through both monitoring and staff's regular one-to-one meetings with their supervisor. However, the impact of the support and development on offer to staff is not yet being seen in staff's everyday practice. Leaders and managers understand their responsibility to meet the requirements of the Early Years Foundation Stage and the policies and procedures in place underpin their work. Administrative errors, however, mean that in some cases important information that staff need is not up to date.

Setting details

Unique reference number	EY484339
Local authority	Derby, City of
Inspection number	1016896
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	48
Number of children on roll	9
Name of provider	Derwent Stepping Stones Nursery and Community Training Centre
Date of previous inspection	Not applicable
Telephone number	01332 372245

Stepping Stones @Chesapeake was registered in 2014. It is operated by a limited company from Chesapeake community centre in Chesapeake, Derby. The setting opens five days a week during term time. It offers morning sessions from 9am until 12 noon, afternoon sessions from 12.30pm until 3.30pm and full day sessions from 9am until 3pm. The setting has three members of staff, two of whom hold relevant childcare qualifications. The setting is supported by a childcare manager who holds a childcare qualification at level 6 and two Early Years Professionals, all of whom are employed by the parent company.

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.

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