

Early STEPS Nursery

648 Manchester Road, Stocksbridge, SHEFFIELD, S36 1DY



Inspection date

6 August 2015

Previous inspection date

13 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's safety and protection is central to the nursery's practice. Staff are uncompromising in their implementation of safeguarding policies and procedures. Staff are confident to share concerns about children or adults with appropriate professionals.
- The nursery is a well-resourced, well-planned environment. This means children enjoy good quality learning opportunities that capture their interest and motivate them to learn.
- Consistent assessment of children's development ensures their progress is closely monitored. Any gaps in children's learning are quickly identified. Prompt action is taken to ensure children are supported to make strong progress from their starting points.
- A very strong focus on communication and language means all children develop the skills they need for their learning in school.
- Frequent monitoring ensures the manager has a good understanding of the nursery's strengths and weaknesses. All staff are encouraged to reflect on their practice and explore ways to improve their teaching skills.

It is not yet outstanding because:

- On occasions, staff miss opportunities to promote mathematics and extend problem solving skills.
- Information about children's next steps in learning is not always shared effectively between staff in the pre-school room.

What the setting needs to do to improve further

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

- make the most of opportunities to build on children's mathematical knowledge and further develop their problem solving skills
- ensure information about children's learning is shared between staff in the pre-school room so that planning continues to target children's individual learning needs when their key person is not in the setting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The nursery engages exceptionally well with parents, enabling them to be fully involved in their children's learning. Staff work closely with them to support them in continuing their children's learning at home. This shared approach helps to ensure that each child's learning needs are promoted. Assessment is detailed and accurate. Staff use their thorough understanding of children's learning and good quality teaching to provide a wide range of learning opportunities. For example, children develop their understanding of letters to prepare them for more formal learning in school. However, staff in the pre-school room do not always share information about children's next steps in learning. This means that when children's key persons are absent from the setting, their activities are not as well planned. Communication and language development is very successfully promoted using a combination of sign language and spoken language. Children who enter the nursery below their expected targets in speech and language soon catch up. Mathematics is not as well taught because staff sometimes overlook opportunities to explore mathematics and encourage problem solving.

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

The nursery is proactive in building exceptional partnerships with other professionals so that they can offer support to families as a whole. Parents describe the nursery as having a happy atmosphere. Children thoroughly enjoy exploring the exciting environment every day, which is abundant with learning opportunities. Children develop physical skills as they use large play equipment in the outdoor area. Superb arrangements for transition ensure that children are exceptionally well prepared as they move rooms and eventually move on to school. Babies are extremely well cared for by loving and attentive staff. Children flourish as they become independent and learn valuable social skills, such as kindness and consideration for others. Staff praise children's efforts, which gives them a sense of achievement and enhances their learning and development. Children's health and well-being is further enhanced by the input of health professionals, who teach them about why staying healthy is important. Daily routines are particularly well established. For example, children help to set tables for lunch and serve themselves with food and drinks. This means children are exceedingly well prepared for school.

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

Robust recruitment ensures staff are suitable for their role. Regular monitoring of staff performance promotes consistently good practice. The qualified team of staff is committed to delivering good quality care and learning. The manager regularly reviews the nursery's practice to identify areas for improvement, taking into account the changing needs of those who attend. Parents and children are fully included in the evaluation of the nursery and their ideas bring about improvements. For example, newsletters that inform parents about events and activities are now sent out more frequently. This ensures parents are very well informed about their children's learning.

Setting details

Unique reference number	EY386602
Local authority	Sheffield
Inspection number	858992
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	88
Name of provider	Step Development Trust
Date of previous inspection	13 July 2009
Telephone number	01142836930

Early STEPS Nursery was registered in 2009. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2, or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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