

# Second Steps Day Nursery

Unit 5, Sharp House, Arterial Road, Laindon, BASILDON, Essex, SS15 6DR



## Inspection date

6 August 2015

Previous inspection date

15 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have built positive relationships with the children and promote their independence. As a result, children are confident and willing to engage in new challenges.
- Children have access to a stimulating and well-resourced environment.
- Staff have a good understanding of safeguarding and know the procedure to follow if they have any concerns, which supports children's welfare.
- Parents are actively involved in their child's progress, receiving regular updates which enable them to support their learning at home.
- Staff use self-evaluation effectively to identify areas for improvement, implement changes and to ensure continual development.
- Staff develop and extend children's communication well through talking with them about what they are doing as they play.
- Staff support children in exploring, creating and expressing themselves through a wide range of innovative activities.
- Children eagerly participate in a broad range of learning opportunities which challenges thinking, extends and enhances their learning and progress.
- Children are exceptionally well prepared for progressing towards their next steps in learning, moving up within the setting and preparing them for school. This is supported through full parent participation, group activities, an integrated moving process and periods of settling-in time with new staff and children.

### It is not yet outstanding because:

- The programme of professional development does not fully support staff to constantly improve their knowledge, understanding and practice to the highest level.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development to support all staff to be able to deliver excellent teaching practice.

### Inspection activities

- The inspector spoke with parents and children during the inspection.
- The inspector looked at a range of documentation, including staff's records, the complaints log, safeguarding procedures, risk assessments, the self-evaluation document and children's learning journey records.
- The inspector observed children's learning activities in each of the nursery rooms and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to staff present and the group operations manager.

### Inspector

Michelle Baldock

## Inspection findings

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

Children have access to a wide variety of resources which captures their interests. Senior staff are actively involved in nursery rooms, demonstrating good practice, modelling language and demonstrating opportunities to extend the children's learning. Children's mathematical skills are built on through activities involving counting, recognition of numbers and the use of mathematical language. Children are encouraged to explore and extend their learning through adding equipment into their play. They are supported to problem solve by identifying solutions for themselves. Children were fixing the 'sofa' and added 'workmen's tools', using a 'drill' to fix a piece of wood over a hole. Staff use children's interests to extend learning through a trip to the shops to buy fruit for a tasting session. All children are making good progress, including children with special educational needs and/or disabilities and those learning English as an additional language.

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

Staff teach the children about keeping safe and they encourage them to manage their own risks. Children display exceptional behaviour in all activities as they are interested and fully engaged in what they are doing. They access an extensive range of resources and imaginative activities both inside and outdoors. Children are confident and demonstrate cooperative play in taking turns, sharing and supporting one another through kind words and actions. They are extremely well prepared for transitions within the setting and moving on to school through the programme of events delivered by staff. Children learn to use school trays for their dinners and undertake settling-in sessions when moving up to the next room in the setting. They approach staff to include them in their play and share their thoughts and ideas. Staff have established firm attachments with the children which build their self-confidence in their own abilities.

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

The nursery works well in partnership with parents who are actively involved in their children's learning and development. The nursery has good procedures in place for recruitment. Staff are supervised and monitored with targets set to support them in their professional development. They undertake regular training both in-house and with the local authority. Staff also enhance their learning through observing outstanding practice at other settings. This information is then cascaded to all staff. However, the staff development programme does not yet focus sufficiently on extending their skills to the very highest level to enable them to deliver high-quality teaching. Staff's sound knowledge of the Early Years Foundation Stage enables differentiated learning opportunities for all children. Children's progress is consistently monitored and areas for development are identified. Staff provide a wide variety of experiences and activities to enable children to make good progress in all areas of learning.

## Setting details

<b>Unique reference number</b>	EY435901
<b>Local authority</b>	Essex
<b>Inspection number</b>	853694
<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>	33
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Sharon Anne Watson
<b>Date of previous inspection</b>	15 May 2012
<b>Telephone number</b>	01268 543 170

Second Steps Day Nursery was registered in 2011. The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications at level 2 and level 3. The Group Operations Manager holds an early years foundation degree. The nursery is open Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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