

Stepping Stones Day Nursery

13 Plato Rd, Brixton, London, SW2 5UP



Inspection date

26 August 2015

Previous inspection date

18 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Good	2
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 are motivated and confident learners because adults provide an exciting range of activities that build on their interests well. This supports children to make good progress in their learning.
- Monitoring of teaching is effective. The manager regularly observes staff's practice and checks the accuracy of children's assessment. This is helping to improve the quality of teaching across the nursery.
- Children have positive relationships with each other and familiar adults. Older children greet their friends when they arrive in the morning and sit together to enjoy breakfast. Older babies look to check others join in when they sing favourite songs.
- Adults help children to be ready for the move to Reception class. Children talk to each other about their visits to school and making new friends.
- Parents speak highly about what the nursery has to offer and value being involved in their child's learning. The nursery continues to look at different ways to involve all parents, such as providing activity packs to help support children's learning at home.

It is not yet outstanding because:

- Leaders and managers have recently introduced a system to improve how they monitor and track the progress made by different groups of children.
- Adults do not always make the best of opportunities to help older babies and toddlers to develop their independence skills during some routine times so they are even better prepared for the move between rooms.

What the setting needs to do to improve further

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

- enhance the arrangements for preparing children for the move from one room to another so their independence skills are further developed
- embed the 'tracking and analysis system' to further help staff identify gaps in children's learning and use this information to plan activities and strengthen teaching so children make the best progress possible.

Inspection activities

- The inspector observed activities both inside and outdoors.
- The inspector spoke with staff and children at appropriate times during the day and held discussions with the provider and the manager.
- The inspector carried out joint observations with the manager.
- The inspector took account of views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures and the nursery's new 'tracking and analysis system'.

Inspector

Wendy Ratcliff HMI

Inspection findings

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

Adults know children exceptionally well. They take account of how children like to learn and what interests them when planning the curriculum. Pre-school children make links in their learning from the 'Hungry Caterpillar' story. They make cupcakes and have a 'cooking lesson' as they work out how many cakes they need for the tea party. Children draw pictures of the caterpillar and write their names confidently. Children are prepared well for the move to school. Adults support children's communication and language well. Toddlers become excited by the repetition in the story. They shout 'splat' each time the frog catches a fly. Babies have secure attachments and feel safe to play and explore in a warm and bright environment. They select books and enjoy sharing these with a familiar adult. All children make choices in their play. When toddlers choose to play with the dinosaurs and the pre-school children are using this resource already, they choose something else because they know they will get a turn later. Children continue their learning outside as the environment is planned and resourced well. For example, adults provide relevant resources so children can continue their play and learning outdoors in wet weather.

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

Adults are good role models and set high expectations for children. As a result, children behave well and know what is right from wrong. Adults offer clear explanations and help children resolve conflict when this arises. Children learn the importance of self-care and develop their independence. Toddlers respond to praise well as they successfully take off their shoes. Pre-school children serve themselves lunch and then pass the serving dish to their friends. They recognise their names on place cards and engage in meaningful discussions about their day. Adults support toddlers to feed themselves and babies sit in high chairs and enjoy listening to a familiar story as they prepare for snack. However, on occasions adults do not build on opportunities to enhance younger children's independence skills during some of these routine times.

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

Leaders and managers have taken effective action to secure improvements from the last inspection. Staff have a good understanding of how to keep to children safe. They work well as a team to make sure children feel secure. Regular supervision and appraisals help staff reflect on their practice and identify where they need to improve. Recent training for behaviour management has helped staff to understand why children behave in certain ways. A new 'tracking and analysis system' is helping staff to identify gaps in learning for children. For example, toddlers have more opportunities to read stories with adults, which is helping to improve their listening and speaking skills. Analysis is completed on prime areas and leaders and managers are now looking to extend this further. The nursery works with others when children need additional support. They share assessments with the school children move onto to help support a smooth transition.

Setting details

Unique reference number	EY400334
Local authority	Lambeth
Inspection number	1017507
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	28
Name of provider	Quinary Ltd
Date of previous inspection	18 November 2014
Telephone number	02073267246

Stepping Stones Day Nursery is one of two privately-owned nurseries run by the same owner. It is situated in a residential area in Brixton, in the London Borough of Lambeth. It was registered in 2009 and operates from three rooms in a converted house. An enclosed play area is available for outdoor play. The nursery is open five days a week and operates from 7.30am to 6.30pm, 49 weeks of the year. The setting is registered on the Early Years Register and receives funding to provide free early education for children aged three and four years. It supports children who are learning English as an additional language. The nursery employs ten members of staff, including the manager, with seven staff holding a suitable early years qualification. The manager is a qualified teacher and the registered person has Early Years Professional Status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

