

# Stepping Stones Day Nursery and Nursery School

5 Edington Square, Witney, Oxfordshire, OX28 5YT



## Inspection date

22 October 2015

Previous inspection date

5 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff do not consistently seek information from parents on what children already know and can do when they start at the setting, to help them assess accurately children's starting points.
- The quality of teaching is not always consistent because where there are identified delays in children's learning, interventions to support them are not always undertaken in a timely manner. Therefore not all children consistently make good progress.
- The system in place for conducting fire drills does not ensure that all children are provided with regular opportunities to learn about how to stay safe in the event of a fire.

### It has the following strengths

- There is a wide range of quality resources for children of different ages to support all areas of learning and development, both indoors and outdoors.
- Partnership with parents is generally good. Parents receive daily information about their children's care needs and the activities in which they have taken part. This means parents are regularly updated with information about their children's progress.
- Leadership and management have a positive attitude towards improving the quality of care and teaching provided.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve the process in place for the safety of staff, children and others in the event of a fire by ensuring that all children who attend are provided with regular opportunities to practise the emergency evacuation procedure	13/11/2015
■ ensure that all parents are provided with opportunities to share information about what their children know and can do when they start at the setting, and that this information is used to inform assessments of children's starting points	22/12/2015
■ develop the systems in place to support children with identified delays in their learning to ensure that interventions are consistently undertaken in a timely manner to enable all children to make good progress.	22/12/2015

### Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspectors viewed the setting's self-evaluation information.
- The inspectors took into account the views of parents.
- The inspectors conducted a joint observation with the manager.
- The inspectors sampled a range of documentation, including policies and procedures, children's developmental records and staff information.

### Inspectors

Carla Roberts / Nikki Whinton

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders and managers demonstrate a positive attitude towards enhancing the quality of care and teaching provided. The system in place for self-evaluation is becoming more proactive and they are starting to address identified areas for improvement. For example, new ways to involve parents in their children's learning at home have recently been introduced with the aim of strengthening partnerships, and maximising opportunities for children to make progress. The arrangements in place for safeguarding children are effective because staff understand the policies and procedures in place to keep them safe. They are aware of the whistleblowing policy and what to do if they are concerned about the behaviour or practice of other staff members.

### **Quality of teaching, learning and assessment requires improvement**

Staff generally support children's learning well. They use a lot of narrative while playing alongside children to extend their vocabulary and interest. Children enjoy the resources and activities provided. Staff undertake regular observations and assessments of children's progress and this is being used to plan for the next steps in their learning. Further improvements are needed however, because parents are not always given opportunities to provide information about what children know and can do when they start at the setting. This means that assessments of children's starting points are not always fully accurate. Parents are encouraged to take an interest and be involved in their children's ongoing learning both at the setting and at home in a variety of ways. This includes the use of daily diaries, parents' evenings and vouchers for parents to complete to share with staff the progress their children have made at home.

### **Personal development, behaviour and welfare require improvement**

Children are provided with lots of opportunities to understand how to take care of themselves which prepares them for school. Children learn to wash hands before eating and after using the toilet. They are encouraged to serve themselves at snack time and are reminded to put their coats on when playing outside. Some opportunities are missed however, because on occasions fire drills are not undertaken with sufficient regularity to ensure that all children who attend learn how to keep themselves safe in the event of a fire. Children are provided with a wide range of balanced meals and snacks which supports their health and well-being. Staff are kind and caring towards children and have formed close relationships with them, which helps children feel settled and secure in their environment.

### **Outcomes for children require improvement**

There are systems in place to monitor the progress individual and different groups of children are making. However, further improvements are needed because interventions to support children with identified delays in their learning are not always undertaken in a timely manner. As a result, some children do not make as much progress as others and opportunities for them to catch up with other children are inhibited.

## Setting details

<b>Unique reference number</b>	EY258333
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1024184
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	73
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Jane Mary Kelly
<b>Date of previous inspection</b>	5 September 2013
<b>Telephone number</b>	01993 708822

Stepping Stones Day Nursery and Nursery School has operated under the current owner since 2003. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises over two floors, situated in a residential area of Deer Park in Witney. The nursery accepts funding for early education for children aged two-three-and-four years of age. The nursery is open each week day from 7.30am to 6pm all year round, excluding bank holidays. The nursery currently supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 19 staff to work directly with the children. These staff are supported by the owner, the manager, the assistant manager and an office manager.

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