

Derwent Stepping Stones at Brackensdale



Brackensdale Junior & Infant School, Walthamstow Drive, DERBY, DE22 4BS

Inspection date	8 December 2015
Previous inspection date	8 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery is well led and managed. There is a strong team of adults who work effectively together to provide for children's individual needs. They understand the requirements of the Early Years Foundation Stage well.
- The quality of teaching is good. Well-qualified staff have a good knowledge of the learning and development requirements. All children, regardless of their age or capabilities, make good progress in their learning and development.
- Children are happy and settled. Staff are kind and encouraging, helping children to grow in confidence and to feel valued. They interact enthusiastically in children's play and provide praise and encouragement. Children have made strong attachments with their key persons.
- Children learn about the wider community and diversity well. They have opportunities to walk around their community and mix with people.
- Management and staff use reflective practice effectively to drive forward improvements. They have successfully addressed the actions and recommendations raised at the last inspection.
- Parental involvement in their children's learning is highly valued and well promoted. Parents are kept well informed about their children's progress and contribute information about they are achieving at home.

It is not yet outstanding because:

- Some staff do not consistently promote and extend children's speaking and conversation skills.

What the setting needs to do to improve further

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

- provide more opportunities for children to increase their speaking and conversation skills.

Inspection activities

- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector observed activities in the playroom and the outside play area, and carried out a joint observation with the manager.
- The inspector looked at children's learning records, their assessments and planning documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written feedback to the provider.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and also looked at the policies and procedures and the manager's self-evaluation documentation, including the improvement plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Leadership is strong. Management, which includes the board of trustees, and staff are committed to improving the service provided. They have made good progress since the last inspection. Self-evaluation is accurate and involves the views of staff, parents and children. Management closely check assessments of children. They use this information to secure additional support for children when necessary and close any gaps in children's learning. Safeguarding arrangements are effective. Management and staff have a secure knowledge of child protection procedures and in the event of a concern, know who to contact. The manager checks staff effectiveness well to further develop their skills. Staff attend training to keep their knowledge up to date and refresh their skills. The manager works effectively in partnerships with schools and other settings children attend.

Quality of teaching, learning and assessment is good

Staff are dedicated about their roles. They have a good understanding of how children learn through play. They interact positively with children during activities. Accurate assessment of what children can do is used to good effect and learning opportunities are planned for each child. Staff teach children through adult-led activities, such as painting, as well as spontaneous activities, for example, playing with cardboard tubes. Children are well motivated and clearly demonstrate they enjoy their learning. They explore, investigate and solve problems. They thoroughly enjoy playing outside. They gather together some cars and a drain pipe. They roll the cars down the pipe and scream with delight as they come out at the other end. Children count the cars and measure how far they travel along the ground. Children love looking at books and snuggle together on cushions to talk about the pictures.

Personal development, behaviour and welfare are good

Children enjoy attending this warm and inviting nursery. Effective settling-in arrangements are in place. Children show great confidence as they select what they want to play with. The nursery has an intimate environment where children receive lots of adult attention. Snack times are relaxed and sociable occasions. Staff and children chat and laugh together. Children are encouraged to do things for themselves. They help cut up their fruit and pour their own drinks. Staff talk to children about the different fruits they are eating and how they help us stay healthy. Children have many opportunities to exercise as they engage in a range of activities outdoors. Children behave very well. Staff have high expectations and provide clear boundaries for children to follow. Children learn to share, take turns and respect each other's views. Children are effectively taught to be safe, as they move around and use apparatus or tools carefully. Staff help to prepare children well for their move on to school.

Outcomes for children are good

Children are developing good literacy and mathematical skills in readiness for school. They are acquiring key skills, listen and follow instructions well. They are positive about their learning and try out new things; developing good personal, social and independence skills.

Setting details

Unique reference number	EY460372
Local authority	Derby, City of
Inspection number	1028536
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	15
Name of provider	Derwent Stepping Stones Nursery and Community Training Centre
Date of previous inspection	8 October 2013
Telephone number	07590418780

Derwent Stepping Stones at Brackensdale was registered in 2013. The nursery opens Monday to Friday. The sessions are 8.45am until 11.45am and 12.30pm until 3.30pm, term time only. The nursery receives funding for free early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The nursery employs four members of childcare staff, including the manager. Of these, two staff hold appropriate early years qualifications at level 2 or 3. The manager holds an appropriate early years qualifications at level 4.

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