

# Stepping Stones Day Nursery Durham Ltd

Suite 15-17 The Crossgate Centre, Durham, DH1 4HF



<b>Inspection date</b>	20 January 2016
Previous inspection date	17 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff understand how babies and toddlers learn through exploration and are skilled at enhancing their play. They support children to develop communication and language, physical and social skills.
- Staff help older children to prepare for their eventual move on to school. They make the most of every opportunity to teach basic literacy and numeracy skills. Children can accurately count past 10 and show enjoyment in stories.
- Staff actively promote children's welfare and provide a wide range of opportunities for them to learn about themselves, their families, other people and communities. Children show resilience, confidence and an awareness of their own safety.
- Staff have developed positive partnerships with parents, schools and other professionals, promoting continuity of care and learning for children.
- The manager and staff are committed to improving their practice and provision continually. They have high expectations and work hard to meet the needs of the children and families who attend.

### It is not yet outstanding because:

- Key members of staff do not always have enough opportunities to carry out assessments of children's progress. This means they do not always have a detailed understanding of every child's current stage of development.
- The manager has not fully developed the ways she monitors children's progress. This means that the gaps in learning between specific groups are not always identified swiftly.

## What the setting needs to do to improve further

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

- extend the opportunities for key staff to carry out assessments of children's progress; use the information to build a more detailed picture of children's achievements and effectively plan for their individual development
- enhance the ways to monitor the progress of specific groups of children, in order to effectively identify their needs and access any further support when needed, to close gaps in attainment even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation 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

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a secure understanding of the requirements of the Early Years Foundation Stage. This enables her to support staff and helps children to benefit from interesting and stimulating activities across all seven areas of learning. The manager and staff have a programme of professional development and attend training to improve their skills and knowledge. They have made improvements since the last inspection which have had a positive impact for children. For example, children enjoy fresh air and exercise outdoors as staff make the most of the resources in the local community. The arrangements for safeguarding are effective. The manager understands her role to keep children safe and carries out robust risk assessments to minimise hazards. Partnerships with parents are very good. They describe the setting as, 'An educational and nurturing environment where staff genuinely care for the children'.

### Quality of teaching, learning and assessment is good

Staff help children make good progress across the seven areas of learning and become keen, interested learners. They provide interesting activities and encourage children to persevere and learn new skills. One example of this is when young children enjoy exploring a tray of icing sugar with different brushes. Staff encourage them to look at the patterns and support them to draw lines and circles. This helps to promote early writing skills. Another is when older children enjoy using construction materials to build different houses and talk about where they live. Staff encourage them to develop their ideas and think critically. Staff have developed confidence in completing the progress check when children are aged between two and three years. They have effective partnerships in place with other settings children attend, such as schools. Information is regularly shared with parents about children's development, helping them to extend learning at home.

### Personal development, behaviour and welfare are good

Staff have developed secure bonds with children. They are excellent role models and show genuine care and concern for their well-being. Children demonstrate they feel safe with staff and have high levels of self-esteem and confidence. Staff provide opportunities to teach children about their feelings and develop personal, social and emotional skills. One way they do this is when children enjoy using mirrors to look at the different faces they can pull to represent how they feel. Staff teach children about healthy foods and the importance of rest, good hygiene and physical exercise, helping them to develop an awareness of how to live a healthy life. Staff provide children with clear, consistent boundaries and have high expectations of children. Children's behaviour is exceptionally good. The indoor environment is bright and stimulating. Resources are suitable and accessible to children in each room, promoting independence.

### Outcomes for children are good

Children are making good progress towards the early learning goals, including those with English as an additional language. Staff help children to develop the key skills they need for school. Children demonstrate they are emotionally prepared and have developed very good social skills.

## Setting details

<b>Unique reference number</b>	EY436726
<b>Local authority</b>	Durham
<b>Inspection number</b>	1028092
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Stepping Stones Day Nursery (Durham) Ltd
<b>Date of previous inspection</b>	17 January 2013
<b>Telephone number</b>	01913843471

Stepping Stones Day Nursery Durham Ltd was registered in 2011. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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