

Stepping Stones Day Nursery Frettenham

Jasmine cottage, 16 School Road, Norwich, Norfolk, NR12 7LL



Inspection date

25 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager's evaluation of what the nursery provides for children and families is effective. It includes the views of parents, staff and children. She uses this to identify areas of practice to develop in order to secure ongoing improvements.
- The outdoor area is a rich and stimulating environment in which children thoroughly enjoy learning and exploring. They enthusiastically engage in a wide range of activities.
- The nursery develops effective strategies for working together with parents to support children's learning in the setting and at home. Parents are fully informed about what children learn in the nursery so they can complement this learning at home.
- Children behave well throughout their time at nursery. They readily play alongside each other as they learn to be kind and share resources together.
- Children build secure emotional relationships with staff. Staff are responsive and caring towards children and meet their needs effectively. This helps children to feel safe, secure and confident in their surroundings.
- Staff have high expectations for children to reach their full potential. They work closely with parents and other professionals to identify where interventions are appropriate. They quickly implement strategies to promote children's ongoing development.

It is not yet outstanding because:

- The manager does not have a robust system in place for identifying any gaps in learning for different groups of children.
- Children do not always have inspiring opportunities to foster their enthusiasm for books or to support their independent early reading skills.

What the setting needs to do to improve further

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

- strengthen the systems for monitoring the progress groups of children make; use this information to identify any gaps in achievement and address them appropriately
- enhance opportunities to promote children's early reading skills and plan more precisely to promote children's enjoyment for sharing stories and independent reading.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Staff are well qualified and are committed to their ongoing professional development. They are keen to access additional training to update their skills and knowledge. This helps them to provide good quality learning experiences for children. The staff team works well together as they support each other and share ideas for best practice. The manager has developed a robust set of policies. These are regularly updated and shared with staff and parents. This promotes the efficient running of the nursery. The arrangements for safeguarding are effective. Staff demonstrate they are confident in the procedure to follow if they have concerns about a child. The nursery develops effective links in the community. Children learn about various job roles, such as the police and the dentist, who visit the nursery. Staff work closely with other professionals to promote the well-being and development of children who are disabled and those with special educational needs.

Quality of teaching, learning and assessment is good

Staff observe children as they play. They use this information to plan interesting and challenging activities to promote children's effective learning. Children consistently demonstrate positive attitudes to learning. They are inquisitive and eager to try out new things. Children investigate outside with a magnet as they discover the difference between metal and wood. Staff question children further as they explore and encourage them to remember the objects they have found. Children have regular opportunities to count as they develop an understanding of more-complex mathematical language. They identify how many more objects they need to make a specific number. Staff introduce new vocabulary as children play. They model language, for example, as they explain to children that the real name for a hippo is a hippopotamus. Children repeat the word and continue to use it as they play. Staff introduce technology as an alternative way to learn about animals as children look at pictures of them in their natural habitat.

Personal development, behaviour and welfare are good

Staff encourage children to be independent. They freely move around the setting displaying independence and confidence as they choose from a wide range of accessible resources and activities. Children put on their own coats to go outside with little support. They help to cut up carrots at snack time under the close supervision of staff. This helps them to gain an awareness of managing risk for themselves. Children self-select from a range of fruit and vegetables for snack as they learn to identify healthy options. Staff regularly praise children for their achievements. This supports their self-esteem and confidence to try out new things. Children learn about good hygiene procedures as they wash their hands regularly and are reminded to cover their mouth when they cough.

Outcomes for children are good

Staff monitor children's progress accurately and are quick to identify any gaps in their learning. They use this information to plan effectively to help children make good progress in all areas. Children consistently develop the key skills needed to help them prepare for the next stage in their learning, such as school.

Setting details

Unique reference number	EY481616
Local authority	Norfolk
Inspection number	988303
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	34
Name of provider	Martyne Claire Ellison
Date of previous inspection	Not applicable
Telephone number	07539069653

Stepping Stones Day Nursery Frettenham is located in Norwich and was registered in 2014. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports disabled children and those who have special educational needs.

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