

# Derwent Stepping Stones @ Beaufort



BEAUFORT COMMUNITY PRIMARY SCHOOL, Hampshire Road, Derby, DE21 6BT

<b>Inspection date</b>	4 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Children are not yet making good progress in their learning. The assessment procedures are not well established or focused enough. Staff do not accurately identify children's achievements or next steps in learning.
- Staff do not consistently promote children's communication and language skills.
- The manager does not effectively monitor children's achievements or staff's teaching sharply enough to ensure all children are making good progress.

### It has the following strengths

- Staff create an environment that is welcoming. They are friendly, approachable and well deployed to support children's welfare. The effective key-person system helps children build firm relationships with their special person.
- Children are confident and happy. They are becoming increasingly independent. They put on their own coats to go outside to play, serve themselves at snack time and help to tidy up at the end of the day.
- Staff use good strategies to consistently promote children's positive behaviour. Children play cooperatively together and are sensitive and considerate towards each other. Children consistently behave well.
- Relationships with parents and other professionals are secure. Parents are kept well informed about their child's learning and development. They highlight how much their children enjoy being at the provision and their satisfaction with the progress they are making.

## 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 assessment procedures and ensure staff accurately identify children's next steps in their learning and help children make at least good progress	30/06/2016
■ ensure staff improve how they teach communication and language skills, so that children's progress in this area of development is consistently good.	30/06/2016

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

- develop a more effective process for checking on children's progress and overseeing staff performance and make sure that children receive consistently good quality teaching.

### 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 in the outside play area. She carried out a joint observation with the room supervisor.
- 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.
- The inspector checked evidence of the suitability and qualifications of staff working with children. She also discussed the provision's policies and procedures, the self-evaluation documentation and the improvement plan.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Management and staff have a good understanding of child protection issues. They know what to do if there is a concern about a child in their care. Recruitment procedures are rigorous. The manager and staff are qualified and attend regular training. The manager is aware that closer monitoring of the quality of teaching is needed. She has implemented several appropriate procedures, for example, supervisions, staff meetings and appraisals. However, they are not yet well established. Assessment procedures are not sufficiently robust. A new system has been introduced to check the progress children are making. However, staff do not fully understand the process nor do they accurately assess children's achievements. Management reflects on the provision appropriately. They have identified some of the provisions strengths and weaknesses and produced a detailed action plan.

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

The quality of teaching is inconsistent. Staff do not develop children's communication and language skills consistently. They often ask too many questions and do not wait for children to respond. In addition, there are times in the outside environment when staff do not use the opportunity to talk to children. Staff are sensitive towards children's needs. They provide some interesting and exciting activities that help promote children's fine-muscle skills. Some examples are when children enjoy using a variety of tools. They use play dough, squeezing and rolling the mixture. They enjoy using their hands and paintbrush to manipulate the hair gel and glitter mixture. Staff appropriately adapt activities for children who speak English as an additional language. For example, they use sign language at group time to help children to understand.

### Personal development, behaviour and welfare are good

Children receive the care and support they need to become settled and play happily. Staff know children's routines and meet their individual care needs well. Staff provide a nurturing approach. The care practices are positive and of a good standard. All children are supported well to develop positive relationships with each other. They learn how to share, take turns and begin to consider the needs of others. Children are confident and move around at ease. They take part in activities and discussions with staff that help them to develop their understanding about staying safe. Staff use effective teaching methods to teach children about the importance of healthy lifestyles. Children enjoy trips to the park that help extend their physical development and understand that exercise can be fun. Children are supported well in their transition to pre-school.

### Outcomes for children require improvement

Overall, children's progress is variable given their starting points. They are making good progress in their personal, social and emotional development. Children are acquiring some key skills they need for future learning and are prepared for their move to pre-school or school. Children learn independence skills. They are positive, enthusiastic learners.

## Setting details

<b>Unique reference number</b>	EY475252
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	972606
<b>Type of provision</b>	Sessional 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>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Derwent Stepping Stones Nursery and Community Training Centre
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01332372245

Derwent Stepping Stones @ Beaufort was registered in 2014. The provision opens Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am. There are three members of staff. Of these, all hold an early years qualification at level 2 or 3. The provision receives funding to provide free early years education for two-, three- and four-year-old children. In addition, they support children who speak English as an additional language.

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