

# Positive Steps Shellingford

Home Farm, Church Street, Shellingford, Faringdon, Oxfordshire, SN7 7QA



<b>Inspection date</b>	22 June 2016
Previous inspection date	26 March 2013

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

- Leaders and staff work well to reflect on the effectiveness of the provision. Parents and children are wholly included in the evaluation. For example, forum meetings help children to voice their views and share their ideas.
- Children and their families are supported very well by leaders and staff. They work in effective partnerships with other professionals to assist children who may need additional support, to help them make good progress.
- Leaders and managers support staff through regular meetings and training to update their professional knowledge. This has a positive impact on children's learning outcomes. For example, recent training has focused on promoting quality interactions to support children's learning.
- Staff complete regular and precise assessments and evaluations of children's achievements. They have a good understanding of how children learn and plan activities that promote their individual needs.

### It is not yet outstanding because:

- Children do not get the opportunity to draw their play to a conclusion or take part in tidying resources away when staff interrupt children's play and learning with little warning.
- Children in the pre-school room become restless and unsettled when distractions interrupt activities led by staff.

## What the setting needs to do to improve further

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

- help children understand when there is to be a change in activities so they can finish what they are doing and end their play for themselves
- review the organisation of the activities staff lead in the pre-school to ensure children are motivated to join in and the activity is free from distractions.

### Inspection activities

- The inspector observed the activities and the quality of teaching, and supervision of children, throughout the setting.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, organisation of staffing, self-evaluation, observations of children's learning, assessment and planning records, and documentation linked to the monitoring of children's progress.
- The inspector conducted a joint observation of staff practice with the manager.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers ensure staff are suitable to work with children. They use effective processes to help new staff to become familiar with their roles and responsibilities. Staff are confident about child protection issues. They know the procedures to follow if they have concerns about a child's welfare. Leaders and managers have effective systems in place to ensure children's needs are met well and that adult-to-child ratios meet requirements.

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

Staff seek a great deal of information from parents about what their children already know and can do. This enables them to understand children's starting points and plan for their continued learning. Staff help children to develop a good understanding of their mathematical skills. For example, they give children opportunities to solve practical problems, such as looking at the number of places set for lunch that do not have chairs and calculating how many more are needed. Babies and younger children are well supported by staff with opportunities for sensory play. For example, they explore and investigate the different textures of paint, water and sand. They thoroughly enjoy splashing in bubbly water to produce more bubbles which they blow and pop.

### Personal development, behaviour and welfare are good

Children behave well and staff are good role models. For example, they help younger children understand how to take turns through enjoyable ball-rolling games. Older children amicably discuss whose turn it is next for more popular resources, such as the computer. Children develop good physical skills. For instance, they play outdoors on a daily basis and have opportunities to join in with sessions with sports coaches. Staff support children to develop good independence skills. For example, pre-school children are helped to develop essential skills such as serving their own meals at lunch times. They take an active role in preparing nutritious snacks and learn how eating fresh fruit is beneficial to their health.

### Outcomes for children are good

Children make good progress from their starting points. Babies initiate and remain engaged in simple peekaboo games with adults for lengthy periods. Children are keen communicators and confidently ask questions to extend their understanding. For example, younger children ask, 'Why do ambulances drive so fast?' Children are beginning to link letter sounds to words and think of other words with the same sounds. They develop a good understanding of the world. For example, they enjoy watching changes to puddles as they add liquid soap. They develop important skills to help them in their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY283818
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1053905
<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>	55
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Positive Steps Childrens Day Nursery Limited
<b>Registered person unique reference number</b>	RP911260
<b>Date of previous inspection</b>	26 March 2013
<b>Telephone number</b>	01367 718888

Positive Steps Day Nursery and Pre-School registered in 2004 and is part of a chain of nurseries run by Positive Steps Children's Day Nurseries Ltd. It operates from a purpose-built, single-storey building in the village of Shellingford near Faringdon in Oxfordshire. The nursery is open each weekday from 7.45am to 6.15pm for 51 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. There are 15 members of staff working with the children. Of these, one holds a relevant early years qualification at level 6, one has a qualification at level 5, eight at level 3 and a further one holds a qualification at level 2.

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