

Stepping Stones Day Nursery

Suite 7 & 8, 48 Westgate, SKELMERSDALE, Lancashire, WN8 8AZ



Inspection date

Previous inspection date

10 August 2016

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 effectively communicates her vision and aspirations for a quality service to the staff team. Roles and responsibilities are clearly understood by suitably experienced and qualified practitioners. They implement procedures effectively to promote children's health, safety and learning.
- Staff have created a very inviting play environment. It excites children, who delight in exploring their world. Play is unhurried and led by the children's ideas. This helps them to be creative thinkers and explorers throughout their day.
- The key-person system is effective as staff are caring and attentive. Care is tailored to the individual child's physical and emotional needs as the day unfurls. Children throughout the nursery play and rest as suits their needs. The unhurried approach of staff helps children to participate fully in nursery life at their own pace.
- Staff support children's behaviour well. During play, they gently help children to learn about turn taking, sharing experiences and fairness.
- Children are making good progress and they demonstrate an enthusiasm and positive attitude towards learning.

It is not yet outstanding because:

- The current arrangements for professional development do not fully provide opportunities for staff to consider how they can raise teaching to the highest level.
- Staff have not explored fully how they can build on the ways they support children to extend their understanding of diversity.

What the setting needs to do to improve further

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

- sharpen the arrangements for professional development to focus more precisely on supporting each member of staff to understand what they need to do to raise the standard of teaching to an outstanding level
- support staff to help children share experiences and explore the similarities and differences of families and communities beyond their own.

Inspection activities

- The inspector viewed activities throughout all areas of the premises and the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector held meetings with the owner/manager. He also discussed the self-evaluation arrangements and plans for future improvements within the nursery.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at a range of other documentation, including the arrangements for the recent extension of play space.
- The inspector conducted a joint observation with the manager.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The nursery is well organised with good facilities that meet the children's care and learning needs. Arrangements for safeguarding are effective. The staff understand their responsibilities very well regarding safeguarding children and reporting any concerns they may have about a child. The owner has implemented a secure system for the supervision and monitoring of staff. This is helping staff to develop their teaching steadily. There is a good team spirit and staff work harmoniously together, which creates a pleasant place for children to be. The owner/manager monitors the assessments of children's learning securely. She has identified ways to strengthen this further as part of several well-chosen plans for future improvements. Parents speak with high regard for staff and the support they provide for themselves and their children.

Quality of teaching, learning and assessment is good

Teaching is good as staff have a secure understanding of the way children learn through play. Staff share relevant information with parents to support and extend children's progress and learning. They observe regularly and plan activities based on their assessments to help drive children's learning forward. Playrooms are well organised and staff use children's interests, such as dinosaurs, to help foster their mathematical concepts, such as shape and size. Pre-school children use puppets to act out a story about the way pigs protect themselves from a wolf. In the baby room adults and children hide under pieces of semi-transparent cloths shouting 'boo' at each other. This extends babies' social and communication skills as they build relationships with adults and share experiences with their peers. Toddlers explore the texture of shaving foam and paint as they make marks with their fingers and the toy cars. This helps children to test out their ideas.

Personal development, behaviour and welfare are good

Children are at ease within the nursery. Older children have begun to develop friendships and toddlers are learning to accept that others have needs. For instance, staff gently remind them not to disturb their friend who is having a sleep. Children enjoy regular outdoor play. They also visit the local park or play centre to gain chances to climb and balance. Children are provided with plenty of drinks to keep them hydrated and are served a range of freshly prepared foods including pasta and vegetables. Their health is promoted well as staff follow and encourage good hygiene routines during the day.

Outcomes for children are good

Children willingly join in daily routines and respond to direction from staff, such as preparing for mealtimes. Pre-school children are beginning to make marks in context as they make lists in the role-play area. Others confidently test out their ideas. For instance, they print using the feet of the toy dinosaur or the wheels of a car. Toddlers build with blocks and follow instruction when they sing and make sounds with the instruments in a group. Babies are supported well to develop resilience as they try to slot the toy saw into its holding place in the tool box. These attitudes and skills help prepare them very well for their next stages in learning and for transfer to school when the time comes.

Setting details

Unique reference number	EY488543
Local authority	Lancashire
Inspection number	1012473
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 7
Total number of places	42
Number of children on roll	51
Name of registered person	Cheryl Toni Boylan
Registered person unique reference number	RP514111
Date of previous inspection	Not applicable
Telephone number	01695 550255

Stepping Stones Day Nursery was registered in 2015. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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