

# Stepping Stones Day Nursery

Stepping Stones Day Nursery, 58-62 Wood Street, Maryport, Cumbria, CA15 6LD



## Inspection date

19 August 2016

Previous inspection date

11 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager leads a well-qualified team and staff turnover is low. This helps to provide continuity and security for children as they move through the nursery. Good systems are in place for the safer recruitment, induction and ongoing supervision of staff.
- Teaching is good. Staff get to know the needs of children and their families. Staff use their understanding of how to support learning and development to help all children progress well.
- Children form strong attachments to their key person and seek them out when they need encouragement, reassurance or support. Staff help children to be kind to one another and take responsibility for their actions. Behaviour is good.
- The manager encourages staff to reflect on and improve their practice. She seeks the views of parents and children to help her plan for development. Partnerships with parents are good, they feel listened to and involved in their children's learning.
- Staff help children to understand how to be healthy. They provide nutritious snacks and ensure children have regular exercise and fresh air.

### It is not yet outstanding because:

- The arrangements for continued professional development are not yet focused sufficiently enough on helping staff raise the quality of their teaching to the highest level possible.
- Self-evaluation does not yet clearly show how improvements to practice have influenced outcomes for children.

## What the setting needs to do to improve further

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

- seek continued professional development opportunities for staff to further improve their teaching
- enhance self-evaluation further and show how developments in practice influence children's learning over time.

### Inspection activities

- The inspector had a tour of the nursery.
- The inspector undertook a joint observation with the manager.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector spoke to the manager, staff, parents and children during the inspection.
- The inspector viewed a range of documents including, policies and procedures, risk assessments, children's records, notes of visits and professionals reports, training records, qualifications and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs of abuse and what to do if they have concerns about a child's welfare or development. Risk assessments are used to help staff reduce hazards in the nursery and on outings. Staff help children recognise dangers and keep themselves safe and healthy. Children's individual progress is closely monitored and specific learning needs are addressed through planned activities and teaching. The progress of groups is monitored to highlight their needs. Children who have special educational needs or disability are well supported. Staff have developed positive partnerships with health, local authority and social care professionals. They work with teachers to help them understand children's needs, as they move on to school.

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

Staff use a range of teaching strategies to help meet children's different learning styles. Observation and assessments inform planning, which reflect children's interests and next steps in learning. Staff recognise the importance of helping children to become confident communicators. They value children's utterances and encourage them to share their thoughts and needs. Staff sit alongside children as they play and help them to think about and find their own solutions to problems, as they arise. For example, a member of staff challenges a group of older children to construct a toy house. The children become focused and engaged as they work cooperatively and test out different ways of fitting wooden blocks together. They make decisions about the dimensions of the house as they build the walls. Staff use mathematical language well across the nursery. This helps all children begin to develop an understanding of numbers, counting, size, shape and position.

### Personal development, behaviour and welfare are good

Staff are flexible with their practice to meet the needs of children and their families. They gather information from parents about children's care, learning and development when they start at the nursery. Staff use this to help children to feel secure and settle quickly. Planned activities and experiences are used to encourage children to do things for themselves. This supports children to develop resilience and become less reliant on adults. Children lead their own learning, accessing resources with confidence. For example, after negotiation with their peers, a small group of children find and select dinosaurs from the wide range of small-world toys. They interact cooperatively and weave a story together about the creatures. This also demonstrates how the environment promotes children's interests and encourages imaginary play.

### Outcomes for children are good

All children make good progress from their unique starting points. Children are well supported to develop the skills they need for school. Children are helped to develop independence and the confidence to cope with challenges in their learning. Rules and routines reflect those in school. Staff use funding wisely to help narrow gaps in children's learning.

## Setting details

<b>Unique reference number</b>	317402
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1064072
<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
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	65
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Stepping Stones Day Nursery (Cumbria) Ltd
<b>Registered person unique reference number</b>	RP911309
<b>Date of previous inspection</b>	11 March 2013
<b>Telephone number</b>	01900 812773

Stepping Stones Day Nursery was registered in 1991. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday for 51 weeks of the year, and sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children who have special educational needs or disability.

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