

# Positive Steps Guildford

Hanover House, Cross Lanes, Guildford, Surrey, GU1 1UG



<b>Inspection date</b>	28 October 2016
Previous inspection date	16 September 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

- Staff provide a warm and welcoming, child-centred environment where babies and children are happy, and feel safe and secure. Staff understand their needs and help them to settle well into nursery.
- Children make good progress. They learn to communicate their own needs effectively. Children who speak other languages are well supported in developing their understanding and use of English.
- The quality of teaching is good. Staff provide stimulating learning activities, both indoors and outdoors. This helps children develop into keen and confident learners.
- Partnerships with parents, other providers and professionals are good. Children benefit from the shared approach to their care and learning needs. Staff use these partnerships well to help improve outcomes for children.
- The leadership and management of the nursery are strong. The management team works well together along with the committed staff team to consistently build on the good-quality provision.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to extend older children's literacy development such as their understanding of letters and their sounds.
- Staff have not fully considered ways to consistently engage young children during group activities, such as song time, to help them remain fully involved and interested.

## What the setting needs to do to improve further

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

- develop further opportunities for older children to increase their understanding of letters and their sounds to extend their literacy development
- provide ways to help young children to remain consistently engaged during group activities, such as song time, to help them stay interested and involved.

### Inspection activities

- The inspector observed activities in all parts of the nursery including the outdoor provision.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the nursery management team.
- The inspector conducted joint observations with the manager.
- The inspector took account of the views of parents as well as their written comments.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures including those relating to the suitability of staff.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well qualified and has high expectations of what children can achieve. She supports staff well and sets them challenging targets to help them improve their practice. Safeguarding is effective. Thorough recruitment and induction procedures check staff's suitability to care for children. Staff have a good knowledge of how to keep children safe and protect their welfare. For example, they undertake effective safety checks on the premises and resources to keep children safe. Staff develop their skills and knowledge effectively such as through completing further training.

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

Effective monitoring of children's progress helps identify any gaps in individual and groups of children's learning. The manager uses this information effectively to help her make improvements to children's learning experiences. For example, staff training and extra resources have provided further support to help children learning English as an additional language make even more progress. Children enjoy their play and benefit from the quality interactions they share with staff. For example, babies babble and begin to copy staff's words when they explore toys, and staff introduce new vocabulary as toddlers investigate thick paints when creating brightly coloured pictures. Staff listen carefully to children and encourage them to express their ideas. Children learn to use tools skilfully. For instance, older children carefully used scissors to cut out and shape a range of materials when designing and creating spiders.

### Personal development, behaviour and welfare are good

Key persons respond to children's individual needs effectively. The learning environment is creatively set out and motivates children to explore. For example, toddlers confidently explore different textures such as autumn leaves. Children behave well and learn to share and take turns with each other. Staff consistently manage children's behaviour. For example, they use sensitive guidance, meaningful praise and provide clear explanations to support children's understanding of expected behaviour. Children enjoy healthy meals and snacks and have good opportunities to be physically active. They learn about differences in people and show respect for one another.

### Outcomes for children are good

All children make progress that is typical for their age and are well prepared for the next stage in their learning including school. Children are active learners who enjoy their learning. They develop their speaking, listening and understanding skills well. Babies learn to play together and handle resources safely. Older children confidently solve problems. For example, they learn to count objects, recognise numerals and explore patterns and shapes around them. Children from an early age develop a love of books and have many opportunities for mark making, for example toddlers draw with chalks.

## Setting details

<b>Unique reference number</b>	EY423224
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1062440
<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>	0 - 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	70
<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>	16 September 2013
<b>Telephone number</b>	01483 569112 or 07932395668

Positive Steps registered in 2011. The nursery is located in Guildford, Surrey. It is open five days a week from 7.30am to 6.15pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 19 members of staff who work with the children, 11 of whom hold a relevant early years qualification at level 3 or above, and a further five are qualified to level 2.

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