

Stepping Stones Day Nursery (Stanground)

School Bungalow, Oakdale Avenue, Peterborough, Cambridgeshire, PE2 8TD



Inspection date	21 October 2016
Previous inspection date	6 February 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Children are not safeguarded. Senior staff with safeguarding responsibilities have not taken the required action following concerns that have arisen about children in their care. They have not referred significant concerns on to the relevant authorities.
- The providers do not understand the disqualification regulations.
- The providers do not obtain information regarding who has parental responsibility for each child.
- Staff do not monitor the progress made by specific groups of children. Therefore, they are unable to identify gaps in achievement.
- Staff do not always implement daily safety checks of the outside play area to maintain the security of the premises.

It has the following strengths

- The quality of teaching is consistently strong. As a result, children make good progress in their learning.
- The new staff team works very well together and they are good role models. They have a good rapport with the children and speak to them in a calm and respectful manner.
- The manager and staff work in partnership with parents. They establish children's starting points on entry. This means parents are involved in their children's learning from the beginning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that safeguarding concerns are reported to the appropriate agencies in a prompt and timely manner	04/11/2016
■ implement systems to obtain sensitive information from staff that may affect their suitability to work with children, particularly with regard to the disqualification regulations	04/11/2016
■ obtain the relevant information with regard to the rights of parents and individuals with parental responsibility	04/11/2016
■ ensure staff implement daily safety checks on the outside play area to maintain security and prevent children from leaving the premises unsupervised or other persons gaining access to the premises.	04/11/2016

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

- develop the monitoring of children's assessments to precisely track the progress of a range of different groups, in order to ensure that interventions can be targeted more effectively.

Inspection activities

- The inspector had a tour of the premises with the manager, both indoors and outside.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and providers.
- The inspector completed a joint observation with the manager outside.
- The inspector viewed children's records, evidence of staff suitability and a range of other documentation, including policies and procedures to safeguard children.
- The inspector took into account the views of the children, parents and staff spoken to on the day of inspection.

Inspector

Marie Walker

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Staff know the safeguarding procedures to follow should they have concerns about a child and have attended the relevant training. However, they have not reported significant child protection concerns in a timely manner. Nevertheless, when this information came to light during the inspection the manager was prompted to take the necessary steps and make the referrals. Suitability information in relation to the disqualification requirements is not in place. Nevertheless, staff undergo enhanced Disclosure and Barring Service checks before working with children. Staff monitor children's individual learning and plan for their specific needs and interests. The manager does not yet track the progress made by different groups of children to identify gaps in their learning. Therefore, interventions are not always precisely targeted. Staff supervision meetings are embedded to monitor their performance and sustain the good level of teaching.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's individual learning needs and provide a balance of child-initiated and adult-led activities. Overall, staff help children to learn in many different ways and use effective teaching strategies to assist their communication. Younger children are enthusiastic about exploring the sounds that musical instruments make. Older children enjoy investigating the sensory properties of play dough and water. Staff play alongside the children, commentating on their actions and exposing them to a wide range of vocabulary. Furthermore, staff use probing questions to provoke discussion. They offer suggestions to enable children to think deeply, solve problems and analyse information for themselves.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised due to poor safeguarding practice. Risk assessments and daily safety procedures are in place. However, staff are not always vigilant in implementing these. For example, the side gate was left open and unsecured for some time at the start of the inspection. Nevertheless, the children are happy and form close relationships with their key person. Staff support children's behaviour. They encourage children to manage their feelings, share and take turns. Children develop a sense of independence. They attempt to change their own footwear and put on their own coats before going outside to play. Children adopt a healthy lifestyle. They have opportunities throughout the day to access the outdoor area. This allows children to be active and to extend and test their physical skills.

Outcomes for children are good

Children actively learn and initiate their own play. Children are achieving at levels typical of those expected for their age and those in receipt of pupil premium funding have proposed plans in place to help them catch up. Children follow instructions effectively. They are well prepared for the next stage in their learning and for the transition to school.

Setting details

Unique reference number	256828
Local authority	Peterborough
Inspection number	1063872
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	17
Number of children on roll	23
Name of registered person	Stepping Stones Nurseries Partnership
Registered person unique reference number	RP909943
Date of previous inspection	6 February 2013
Telephone number	01733 563 116

Stepping Stones Day Nursery (Stanground) was registered in 1989. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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