

The Step Up Group

Hook C of E Primary School, Garth Lane, Hook, Goole, North Humberside, DN14 5NW



Inspection date	21 November 2016
Previous inspection date	15 November 2012

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 quality of teaching is good. Staff understand how young children learn and effectively build on their eagerness for learning. Staff know children's stage of development and provide a good variety of activities which challenges them.
- Children form strong bonds and attachments with staff and peers, demonstrating that they are happy and settled. They are curious, imaginative and confident to follow their own interests and ideas.
- Partnerships with parents and carers are a key strength. Staff demonstrate that they value them as partners and place high priority on working closely with all of them. For example, staff provide parents with plenty of information and have introduced an online system to help them become more involved in their children's learning.
- Children are supported well to understand the needs of others, share, take turns and follow rules and routines. Staff consistently and gently promote positive attitudes to learning and all children behave well.
- The committed and passionate manager is effective in continually developing the nursery. She is supported by an enthusiastic staff team and children's parents. This helps to ensure identified improvements are achieved and outcomes for children are good.

It is not yet outstanding because:

- Occasionally, staff offer solutions and guidance to children too quickly instead of giving them enough time to answer questions or solve their own simple problems.
- Assessment and monitoring of staff's practice do not focus precisely enough on how they can raise the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- support children further to help them to think, respond and solve simple problems for themselves
- evaluate and monitor more precisely how staff can develop their teaching skills, in order to raise the quality of teaching to an even higher level for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector reviewed a sample of the documentation available, including safeguarding information and evidence of suitability checks.
- The inspector took account of the views of parents expressed on the day of the inspection and those shared in questionnaires.
- The inspector discussed the self-evaluation form with the manager.

Inspector

Lindsay Dobson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Strong recruitment and induction procedures are in place to help ensure that all staff are suitable for their role. Staff are fully aware of what to do should they have any concerns about children's welfare. Staff use robust policies and procedures to support their good practice. They are committed to continuing their professional development and improving their knowledge. They highlight their own specific training needs and attend courses whenever possible. Self-evaluation is ongoing and clearly identifies priorities for improvement with clear action plans implemented. The manager is enthusiastic in her drive to identify improvements and further develop good practice. Staff establish good partnerships with other professionals, supporting children's individual needs.

Quality of teaching, learning and assessment is good

Staff give good priority to promoting children's language and communication development. They swiftly identify children with language delay and work well with parents and professionals to provide effective teaching and support. Staff provide children with a wide range of challenging and interesting activities. The environment is adapted to support their individual learning needs well. Younger children have an exciting time as they experience and enjoy blowing bubbles in the outdoor area. Older children enthusiastically select their name card and practise writing the letters of their name in the coloured sand. Staff are currently implementing a new online system to observe and assess children's progress, so they can accurately plan for their next steps in their learning. Children's literacy and mathematical skills are promoted throughout all daily activities and supported by all staff. Story and singing sessions capture children's interests and they enjoy listening and joining in with the words and actions.

Personal development, behaviour and welfare are good

Children benefit from being cared for by a friendly staff team in a welcoming environment. Staff are highly skilled and sensitive in helping children of all ages to form secure emotional attachments. Children receive healthy and nutritious snacks. Staff talk to children about the importance of healthy food and exercise. Children eagerly access the outdoor play areas where they have many opportunities to further their learning and participate in physical activities. They learn to listen and respond to instructions. Timely safety reminders offered by staff help protect children from harm. Staff carry out risk assessments of the environment and outings. They complete daily checks on the premises to ensure that all areas used by children are safe and suitable.

Outcomes for children are good

Children develop key skills for the next stage in their learning, including starting school. They learn to manage their own care needs and enjoy the responsibility of small tasks. Children have many opportunities to develop their early writing skills. Most-able children recognise letters, numbers, colours and shapes. All children enjoy routine group activities, such as circle time where they share experiences from home. All children make good progress in their learning from their starting points.

Setting details

Unique reference number	314744
Local authority	East Riding of Yorkshire
Inspection number	1059558
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	33
Name of registered person	The Step Up Group Committee
Registered person unique reference number	RP518373
Date of previous inspection	15 November 2012
Telephone number	01405 766953

The Step Up Group was registered in 1994. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the manager who holds an early years teaching qualification. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs and 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

