

Stepping Stones Day Nursery (Stanground)

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



Inspection date	15 February 2017
Previous inspection date	21 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Parents speak highly of the nursery and the staff. Communication between staff and parents is exceptionally good, enabling all parents to be fully involved in their child's care and learning at nursery.
- The owners, managers and staff have worked tirelessly to strengthen their understanding of safeguarding, including the thresholds for making referrals. All of the weaknesses identified at the last inspection have been thoroughly addressed.
- The stable staff team is skilled and enthusiastic. Staff know the children well and plan enjoyable activities that motivate them to explore and learn. All children make good progress from their starting points.
- Children have warm and affectionate links with all the staff in this small and friendly nursery. They demonstrate that they are happy, content and feel safe.
- Children's communication, language and literacy are given a high priority. Staff provide children with many examples of all kinds of print. They involve children in enjoyable conversations and story times, promoting confidence in their speaking and listening skills.

It is not yet outstanding because:

- At times, staff do not make the most of opportunities during children's spontaneous and self-chosen play to extend and deepen children's learning.
- Children do not have sufficient opportunities to learn more about their own local communities.

What the setting needs to do to improve further

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

- make the most of all opportunities to support children in their self-chosen activities, in order to extend and enhance their learning experiences
- provide children with a greater range of experiences that help them to learn about their own and the other communities around them.

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 spoke with staff and children during the inspection. She looked at development records and the activities planned for the children.
- The inspector completed a joint observation with the manager. The action plan for improvement was looked at and discussed.
- The inspector held a meeting with the manager and one of the providers. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery, training records and some policies and procedures.
- The inspector spoke to a small number of parents during the inspection and took account of their views as expressed in the parent survey.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff are well trained in child protection procedures. They have a good understanding of the action to be taken if children are at risk of abuse or neglect. The provider has robust recruitment procedures to help ensure anyone working with children is suitable to do so. Managers review staff's ongoing suitability at supervision meetings. Staff have frequent opportunities to share their ideas with managers and each other. They discuss teaching practice and visit other settings to expand their knowledge. Staff supervise the children effectively and thoroughly check the premises to ensure all areas are safe and secure. Staff work closely with other professionals, such as specialist teachers and other local settings. They share what they know about the children to provide continuity in their care and learning.

Quality of teaching, learning and assessment is good

Managers and staff monitor children's development closely and use their good knowledge of the children well to plan for their learning. Children enjoy the activities and take part with enthusiasm. They learn to use numbers, count out loud with confidence and plot their growth on a height chart. A visiting art teacher encourages children to explore a wide range of textures and colours. They make models with recycled materials and experiment with flour and water. Staff introduce children to different music. For example, children dress up and dance to popular film themes. Staff are sensitive to children's differing characters. They attentively support quieter children to join in and make the most of lively activities, such as ball games.

Personal development, behaviour and welfare are good

Staff work closely with parents when children first start at the nursery. They collect detailed information to effectively meet children's needs and understand about their family backgrounds. All areas of the nursery are thoroughly checked at intervals during the day to ensure children play safely. Children are praised for good behaviour. Staff support and help them to develop their sharing and turn-taking skills. Children have good opportunities to develop their physical skills as, for example, they play with balls in the garden. They enjoy wholesome, delicious meals in a pleasing and social environment. Vegetables from the kitchen garden are harvested to help children understand where their food comes from. Staff encourage children to be independent. They support children to cut up their fruit, put on their shoes and coat, and tidy away their toys.

Outcomes for children are good

All children, including those receiving additional funding, make good progress in their learning according to their starting points. Children play cooperatively together as they make models from dough. They have a keen interest in making marks with paints, pencils and crayons. They listen carefully to staff during story times and older children confidently identify the sounds and letters in their names. Those children going to school learn about their new teachers and classrooms. They have school uniforms to dress up with and join in school events. Children are well prepared for their entry into Reception classes.

Setting details

Unique reference number	256828
Local authority	Peterborough
Inspection number	1078102
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	17
Number of children on roll	26
Name of registered person	Stepping Stones Nurseries Partnership
Registered person unique reference number	RP909943
Date of previous inspection	21 October 2016
Telephone number	01733 563 116

Stepping Stones Day Nursery (Stanground) was registered in 1989. The nursery employs four members of childcare staff, all of whom 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 Tuesday to Thursday. On Monday the nursery closes at 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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