

# Stepping Stones (Grange) Ltd



Normacot Grange Road, Meir, Stoke-on-Trent, Staffordshire, ST3 7AW

## Inspection date

3 March 2017

Previous inspection date

5 December 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

- Managers and leaders are highly motivated and strive for excellence and continuous improvement. This is reinforced through a dedicated attitude towards their coordinated working practices in supporting children's welfare and development.
- Staff observe, assess and monitor children's progress effectively. They reflect on children's interests to creatively plan imaginative activities and experiences. Staff are skilled in describing what is happening and in modelling language as children play.
- The manager has a good overview of children's needs through effective systems used for tracking assessments of children's development. All children, including those who receive funded early education, are supported to make good progress.
- Children make friends and build strong and meaningful relationships with their key person. They are well supported as they move on to the next stage in their learning.
- Children benefit from successful communication methods used to involve parents. Staff take every opportunity to involve parents in their child's daily care. They regularly plan events to share ideas with parents about how they can develop their child's active learning at home.

### It is not yet outstanding because:

- Occasionally, adult-led activities are not organised well enough or introduced to children skilfully to help children maintain their attention and concentrate.
- The environment for older children is not yet organised to provide a highly stimulating atmosphere that best helps children to concentrate on their learning and explore their fascinations and interests.

## What the setting needs to do to improve further

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

- review the organisation and planning of large-group activities so that children are better supported to maintain their attention and concentration
- enhance how toys and resources are organised to inspire older children to explore recent learning, practise new skills and follow their own interests.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector looked at relevant documentation, which included safeguarding and children's developmental records and discussed self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has high expectations of what each child can achieve in their learning and development. Recruitment, induction and supervision procedures ensure that staff are well qualified and suitable to care for children. The quality of teaching is monitored. Peer observations and staff supervision sessions are used to discuss how to enhance experiences offered to children. Strong partnerships with other professionals ensure that all children receive continuity in their care and prompt support when needed. The arrangements for safeguarding are effective. The provider and leaders fully understand their responsibilities to respond to any concerns about a child's welfare. Staff are familiar with local safeguarding procedures. They are always alert to the signs that may indicate that a child is at risk of abuse or neglect.

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

The staff team demonstrates a strong commitment to working with children. Staff consistently use the setting's effective systems to observe children's play and to plan for the next steps in their learning. The manager monitors staff's assessments of children's learning. She uses tracking of children's progress to prioritise learning for particular groups of children. Staff talk to younger children about what they are doing as they play with sand. This helps to extend children's vocabulary while promoting their understanding. Staff use open-ended questions and allow time for children to think and respond as they investigate paint. Staff use books and dressing-up props to help children to develop confidence in group activities. They learn to respect others and their listening skills are promoted as they take turns and respect each other's opinions.

### Personal development, behaviour and welfare are good

Leaders place a high priority on reinforcing children's emotional well-being. All staff are deployed effectively to ensure adult-to-child ratios are always maintained. This promotes consistency and enables staff to build positive relationships with individual children. Children learn how to listen to adults and recall the rules of how to keep themselves safe during outdoor activities. They learn how to follow instructions as they explore safely. Staff help children to gain an understanding of healthy lifestyles. Children practise their physical skills in the well-organised outdoor area. The nursery provides a healthy menu for meals and snacks. Children learn the importance of cleaning their teeth after lunch.

### Outcomes for children are good

Children's sense of belonging is reinforced and they make good progress. Staff expertly arrange resources to help younger children to independently explore and begin to develop skills they will need for the future. Children's early literacy and mathematical skills are promoted. Older children learn language about quantities as they play. There are many opportunities to make purposeful marks with different resources and to see print in the environment. Children learn to recognise familiar initial letter sounds in group times and later during routines they use what they have learnt to identify personal items.

## Setting details

<b>Unique reference number</b>	EY396390
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1065407
<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>	2 - 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Stepping Stones (Grange) Limited
<b>Registered person unique reference number</b>	RP526822
<b>Date of previous inspection</b>	5 December 2013
<b>Telephone number</b>	01782 501666

Stepping Stones (Grange) Ltd was registered in 2009. The nursery employs 11 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, two at level 2, one at level 6, one at level 5, including one with early years teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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