

Happy Steps

Unit 1, Beeding Court, Shoreham Road, Upper Beeding, Steyning, West Sussex, BN44 3TN



Inspection date

Previous inspection date

12 April 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 many opportunities for children to be creative. They encourage children to use their senses to explore new textures and sensations.
- Staff and managers take great steps to keep children safe. For example, they regularly practise emergency evacuation and make daily checks of the premises and equipment for any possible hazards.
- Children benefit from outdoor play. They learn to enjoy being active and exploring how differently they can play from indoors, such as climbing, riding and running.
- Children are well prepared for school. For example, they spend time discussing what it will be like, including meeting teachers and seeing the school, as well as trying on uniforms and learning to do things independently.
- Staff value each child's individuality and respect their differences. They find out about children's family values and lifestyles, recognising them as a key aspect of children's background and early experiences.

It is not yet outstanding because:

- Staff working with babies miss some opportunities to encourage communication even further, such as by repeating their babbling sounds.
- Managers do not monitor progress for groups of children in the same way they do for individual children to identify any common gaps.

What the setting needs to do to improve further

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

- encourage communication even further, particularly when caring for babies
- extend processes for monitoring the progress made by individual children, with particular regard to different groups of children, to get a clearer overview of their development.

Inspection activities

- The inspector observed the quality of teaching and what children learned.
- The inspector viewed the premises and resources inside and outside.
- The inspector discussed staff's understanding of their roles, including how to safeguard children.
- The inspector viewed documentation and discussed the self-evaluation process with the management team.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

Managers lead and support staff well. For instance, they meet regularly with them as a team and individually to share good practice and identify ways to improve teaching, such as through training. Safeguarding is effective. Managers make every effort to protect children, including while in their care. Staff complete training to improve their understanding of the latest guidance and child protection procedures. Managers build effective partnerships with outside agencies involved in children's development, such as health visitors and therapists. They follow their advice to further support children's progress. Managers continually evaluate the quality of the care and learning they provide. They oversee how staff plan and record children's progress, updating and amending systems for greater efficiency.

Quality of teaching, learning and assessment is good

Overall, staff interact and engage with children well. They take care to describe new activities and games for children to enable them to take part. Staff join in with children's play at times, such as to introduce some challenge or offer support. They know when to let children explore alone, recognising when they are concentrating on things that interest them, such as emptying containers. Staff base the planning mainly on children's identified next steps and support their progress. Staff use letter sounds at times, such as to support children's early reading skills. Generally, staff observe and record children's achievements to track their progress and identify any gaps. Staff regularly share records with parents for them to contribute to and be involved in children's learning.

Personal development, behaviour and welfare are good

Staff show children great care and affection. They develop strong bonds, particularly with babies, which help them to settle and feel safe. Staff value their relationships with parents and share information every day about children's care. Some parents like a written daily report and some prefer discussions with staff. Children are considerate of each other; they share and take turns. They make friends and include other children in their play, such as board games. Children show good control of their feelings and behave well. The nursery is kept clean and comfortable. Suitable hygiene procedures reduce the spread of infection, such as during nappy changing.

Outcomes for children are good

Children develop many essential skills in learning. For example, their curiosity entices them to explore the slimy gloop and wonder at how it reacts. They learn about life, such as sowing cress seeds to care for until they grow and can be eaten. Children can count and measure, and they enjoy books. Children make good progress from their individual starting points.

Setting details

Unique reference number	EY537358
Local authority	West Sussex
Inspection number	1096002
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	40
Number of children on roll	46
Name of registered person	Happy Steps Nursery Ltd
Registered person unique reference number	RP537357
Date of previous inspection	Not applicable
Telephone number	01903 815800

Happy Steps nursery registered in 2016 and is situated in Upper Beeding, Steyning, West Sussex. The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. There are nine members of staff, whose early years qualifications range from level 1 to level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

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