

Stepping Stones Private Day Nursery

Wychavon District Council, Civic Centre, Queen Elizabeth Drive, Pershore, Worcs,
WR10 1PT



Inspection date

24 October 2017

Previous inspection date

12 December 2014

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

- Staff know the children well and provide a range of experiences to help them learn and make good progress from their starting points.
- Staff place a good focus on making learning fun. For example, they creatively use an interesting range of visual aids at story time and during singing sessions to capture children's interest and motivate them to learn.
- There are strong systems in place to support children who have special educational needs and/or disabilities. Staff provide good targeted one-to-one support and work closely with other professionals and parents to help close gaps in children's learning.
- Parents are kept involved and up to date about their children's learning, which contributes well in helping children make good progress.
- Staff effectively promote children's personal, social and emotional development. Children's emotional well-being is given good priority when they first start at the nursery and when they move on to another room. This helps them to settle quickly.

It is not yet outstanding because:

- The manager does not consistently monitor and coach staff to help raise the quality of teaching and use of resources to an exceptional level.
- Staff do not meticulously use the information gained from children's assessments to plan highly challenging activities that help children make even better progress.

What the setting needs to do to improve further

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

- place a sharper focus on monitoring and coaching staff to help raise the quality of teaching and use of resources to an exceptional level
- make even better use of the information gained from children's assessment to plan highly challenging activities that help children make the best possible progress.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the owner and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. There are robust recruitment, vetting and induction procedures in place and staff's ongoing suitability is checked at every supervision meeting. All staff are trained in child protection issues and know the procedure to follow if they have a concern about a child. The manager and owner adopt a reflective approach to their work. They seek children's views through discussion and use feedback from staff and parents to adapt and improve the service offered. Parents report high levels of satisfaction. They are impressed by how well staff know their children and the focus they place on preparing them for school.

Quality of teaching, learning and assessment is good

Staff carefully observe children to establish their interests and provide activities and experiences which children enjoy. Staff place a clear focus on increasing children's language skills and vocabulary during their interactions. They confidently use group time to increase children's listening and attention skills. For example, staff capture children's imagination through the resources they use. Staff use the seasonal changes as a base to help children learn. For example, during the forest school session, staff encourage children to observe changes in the environment and discuss what they can see. Staff provide outdoor opportunities to enable children to be physical and explore, investigate and be imaginative. Staff teach children about their local community and the needs of others, such as when they visit a residential home for the elderly.

Personal development, behaviour and welfare are good

Staff caring for babies are attentive to their care needs and ensure their individual routines are followed. They are sensitive to the needs of the new children who are settling and entice them gently to try new experiences. Children benefit from healthy and nutritious meals which are freshly prepared on the premises. Children increase their independence and enjoy taking on extra responsibility, such as the role of the nominated snack or teatime helper. Staff place a good focus on teaching children that exercise is good for their bodies and promote good oral hygiene well. Children learn about the codes of behaviour and how to keep themselves safe. For example, they learn about the rules in place during swimming lessons and when they use the forest school area.

Outcomes for children are good

Children make good progress and acquire the key skills required in preparation for school. They enjoy using their senses as they explore resources, such as cereals, dried and cooked pasta, jelly and flour mixed with water. Children show an interest in counting, recognising numbers and exploring shape in the environment indoors and outdoors. They make marks using chalk and paint, and the most able children learn to write their names. Children learn the letters of the alphabet and the sounds they make and begin to recognise their names. They learn to be kind and show care and concern for others. Children help to care for the pet fish and African snails.

Setting details

Unique reference number	205310
Local authority	Worcestershire
Inspection number	1103094
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	24
Number of children on roll	30
Name of registered person	Emma Elizabeth Dixon
Registered person unique reference number	RP512135
Date of previous inspection	12 December 2014
Telephone number	01386 565404

Stepping Stones Private Day Nursery registered in 1992. The nursery opens Monday to Friday for 51 weeks of the year, from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff. Of these, one holds Early Years Professional Status and seven hold appropriate early years qualifications at level 3.

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