

Inspection date	14 November 2017
Previous inspection date	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

- The manager has good systems in place for monitoring staff and supporting their professional development. Recent training on planning and assessments has helped staff provide activities that meet children's needs well.
- Staff have strong attachments with the children. They have worked hard to include parents in children's learning and regularly share information with them about children's achievements. Children develop good self-esteem and confidence.
- Staff monitor children's progress well from the start. Staff identify gaps in learning and provide support to help close them quickly. All children, including those who have special educational needs (SEN) and/or disabilities, make good progress.
- The manager and staff seek feedback from parents and children. Recent feedback has helped staff communicate better with parents and children about activities and events at the setting. For example, they use emails, send letters and include children's comments on displays. Parents feel included in all aspects of the setting and children are motivated to share ideas well.

It is not yet outstanding because:

- On occasion children cannot complete self-chosen play to their own satisfaction as staff call them to take part in group activities.
- Staff do not make the most of opportunities to enable children to use and hear home languages during play and routines. This does not help them to extend their learning and understanding of English, and to show that all languages are valued.

What the setting needs to do to improve further

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

- review and improve the organisation of group activities to support further children's individual needs and learning
- provide more opportunities for children who speak English as an additional language to hear and use their home language as they play.

Inspection activities

- The inspectors observed the quality of teaching indoors and outdoors.
- The inspectors took into account the views of parents spoken to on the day of the inspection.
- The inspectors carried out a joint observation with the manager in the pre-school and toddler rooms.
- The inspectors had a leadership and management meeting with the manager, area manager and directors.
- The inspectors looked at samples of paperwork, including complaints, risk assessments, policies and procedures, the setting's evaluations and children's records.

Inspector

Anita McKelvey / Anne Mitchell

Inspection findings

Effectiveness of the leadership and management is good

The manager has made changes to the setting that benefit the children and parents. For example, staff now visit children at home before they start in the setting to help get to know the children and their families. Recent evaluation of what children do has helped staff to provide more varied opportunities to support children to practise their early writing skills indoors and outdoors. Arrangements for safeguarding are effective. The manager carries out risk assessments and staff attend training to help them to know how to supervise children well to keep them safe. Staff have a good understanding of what to do in the event of them having any concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's development. Staff provide interesting ways for children to explore mathematics and early writing. For example, children press textured bricks into the dough creating 'bobbled' patterns, drive vehicles through flour making wheel tracks or use toy animals to make 'footprints' in it. Staff engage all children in conversation and try well to include those who are learning English as an additional language. For example, they ask questions, take turns in conversations and use some words in children's home languages, but staff acknowledge they could do more. Children enjoy stories with the staff. They eagerly join in with repeated phrases and guess what might happen next.

Personal development, behaviour and welfare are good

Staff help children respect others. For example, staff remind children to use gentle hands when lifting up the blankets during a game of hide and seek. Staff follow thorough mealtime routines. For example, staff complete training on food allergies and preferences, children who have dietary needs have red plates for their food and dietary needs are written on their placemats. Staff help children feel confident, secure and ready to move on. For example, they include celebrations linked to children's backgrounds and provide dressing-up clothes and opportunities to role play schools.

Outcomes for children are good

Children are motivated and keen to play. They call out to let staff know they have arrived and tell them they want to play. Children show understanding of their own needs. For example, they recognise that they need their coats for outdoor play as it is cold and let staff know if they are tired and need a nap. They experiment with magnetic toys, joining them together and attaching them to the metal fence. Children competently serve their food at lunchtime and use knives and forks to eat. Older children use their imagination well as they act out storylines about caring for babies. Children take turns well, such when they play with the hoop, clapping each other as they make it spin.

Setting details

Unique reference number	EY536579
Local authority	Bristol City
Inspection number	1117331
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	64
Number of children on roll	46
Name of registered person	Little Acorns (South West) Limited
Registered person unique reference number	RP904196
Date of previous inspection	Not applicable
Telephone number	01179326484

Stepping Stones Lockleaze registered in 2016. The nursery is located within the grounds of Stoke Park Primary School in Bristol. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The nursery employs six members of staff. Of whom, one holds qualified teacher status and four staff hold childcare qualifications between level 3 and level 5. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

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