

Stepping Stones Day Nursery & Out of School Club

York Road, Boroughbridge, York, YO51 9EB



Inspection date

4 January 2018

Previous inspection date

7 February 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

- The management team are passionate about their role and are committed to the continual improvement of the nursery and to providing the best care and education for children.
- Partnerships with parents and other professionals involved in children's care and development is strong. As a result, all children quickly receive the additional support they require, including those who have special educational needs (SEN) and/or disabilities.
- Staff provide a range of activities that reflect children's interests and next steps in learning. Children choose what they want to do from the well-resourced environment. Parents are provided with a good overview of how well their children are progressing.
- Staff provide a friendly, family atmosphere. This promotes children's emotional development. Children thoroughly enjoy their time at the nursery. They are very happy and relaxed in the welcoming environment.

It is not yet outstanding because:

- The pace at which staff give information during play and activities is occasionally too fast for some children to consider, develop and express their own emerging ideas.
- Staff do not always ensure that the most-able children are challenged to achieve at the highest level.

What the setting needs to do to improve further

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

- give children more opportunity to think about and consolidate the information given by staff during some activities, taking account of their need to think about and share their responses and ideas
- provide greater challenge for the most-able children to help them make the best progress possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff are clear about their responsibility to protect children and keep them safe. They confidently demonstrate their knowledge of the procedures for reporting any concerns about a child's safety. Detailed action plans mean that staff continually reflect on their practice and change aspects of the provision to make things even better. Clear procedures are in place for the safe recruitment and vetting of staff. The manager effectively checks the staff's practice through regular observations and supervision meetings. Staff are encouraged to consider their own training needs and where they feel they need additional support. Consequently, all staff have opportunities to progress in their professional development. The manager and staff regularly check children's progress. This helps them to identify plans to help close any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff complete accurate assessments of children's progress by regularly observing them in their play. Children explore freely and staff follow their lead as they play. Overall, staff's good teaching skills and interactions prompt children's thinking and learning. Staff are skilled in helping children to develop their communication and language skills. They model language well and continually introduce children to new vocabulary. Children are developing early literacy and mathematical skills. They learn to count during activities and daily routines and recognise mathematical terms, such as 'bigger' and 'smaller'. Children sit happily with staff as they listen to engaging stories. Staff encourage children to use reference books to learn more about dinosaurs. Children enjoy making marks and understand that print has meaning. For example, they use their name cards so they can copy how to write their name on their art work.

Personal development, behaviour and welfare are good

Children develop a strong sense of confidence and belonging at the nursery. They register themselves on arrival using their name cards and quickly engage in play. Children form close relationships with staff and other children and are very well behaved. They learn the importance of exercise and good hygiene practices. Children demonstrate a good understanding of how to manage risks and staff teach them how to use and handle equipment safely.

Outcomes for children are good

All children, including those who receive funded education, make good progress from their starting points. Children become motivated learners who learn through trial and error. They initiate their own play and follow their interests. Children enjoy looking at books, listening to stories and singing songs. They have good opportunities to develop their creative skills and resources are easily accessible to make marks, draw and paint. Children show pride in their achievements, such as when they persist and manage to cut paper using scissors.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY301561 |
| Local authority | North Yorkshire |
| Inspection number | 1087963 |
| 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 | 1 - 11 |
| Total number of places | 51 |
| Number of children on roll | 33 |
| Name of registered person | Jayne Nadine Blakey |
| Registered person unique reference number | RP910001 |
| Date of previous inspection | 7 February 2014 |
| Telephone number | 07921218287 |

Stepping Stones Day Nursery & Out of School Club registered in January 2006. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications; one at level 5, one at level 4, four at level 3 and one at level 1. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for public holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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