

# Stepping Stones Day Nursery

Ardleigh Green Road, Hornchurch, Essex, RM11 2LL



<b>Inspection date</b>	5 February 2018
Previous inspection date	15 September 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 effectively evaluates and checks the provision to help identify areas to develop, to drive improvement. Significant progress has been made and actions raised at the last inspection have been suitably addressed.
- Staff give children their full attention and respond to their needs well. Children are independent and confident to speak about their own needs, interests and opinions.
- All children make good progress from their individual starting points. Staff work well with external agencies to support children who need additional help to develop further.
- The manager monitors staff's practice effectively to help improve outcomes for children. For example, staff attend further training courses to gain more skills in childcare and education practices.

### It is not yet outstanding because:

- Although the monitoring of individual children's progress is effective, managers do not use assessment information to measure the progress made by different groups of children across each of the areas of learning.
- Although partnership with parents is good overall, staff do not always use different strategies effectively to help parents to support their children's learning at home.

## What the setting needs to do to improve further

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

- use information gathered about children's progress to compare any differences in the achievement of different groups of children, to enhance provision to help them make the best possible progress
- build on the strategies to help parents to support their children's learning at home, to help in enhancing continuity for the children.

### Inspection activities

- The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions with children during activities indoors and outdoors and looked at the range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about policies and procedures and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to identify and refer any concerns about a child's welfare. All staff understand that changes in their circumstances may affect their suitability to work with children and know that these must be reported. Staff are alert to signs that a child may be at risk of extreme views and behaviours. The provider follows rigorous recruitment procedures to ensure all staff have completed robust suitability checks. Staff maintain accurate daily records of children's attendance and follow the nursery's health and safety policies. The manager holds regular supervisory meetings with staff and identifies ways to help support their professional development.

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

Staff know the children well and use effective teaching techniques to support their ongoing learning. Staff promote children's physical development effectively. For example, they encourage young babies to reach out for, touch and begin to hold objects, and to explore toys with their mouth. Babies learn to sit unsupported on the floor and to take a few steps independently. Older children enjoy riding wheeled toys and pushing buggies. They confidently kick a ball, and experiment with different ways of moving. Staff support children's literacy skills well. For instance, children enjoy looking at and listening to their favourite stories. They link sounds to letters and name the letters of the alphabet. They anticipate key events in stories and understand how stories are structured.

### Personal development, behaviour and welfare are good

Staff follow effective routines to care for children and support their physical and emotional well-being. For example, children sleep and rest on clean bedding in quiet areas and staff check on them regularly. Staff promote healthy lifestyles effectively and communicate positive messages. For instance, children enjoy nutritious meals and snacks. Children learn about the world around them. For example, children know each individual is unique, and recognise individual differences. Staff teach them about different cultural festivals and encourage children to participate fully in all learning activities. Children take appropriate risks through physically challenging play. For example, they handle and fix large tubes together, jump in different directions and understand how to adjust their speed as they move in the space around them. Children play safely with each other indoors and outdoors.

### Outcomes for children are good

Children are well prepared for their next stage in learning, including their move on to school. Young babies enjoy cuddles and being held. They smile and gaze at staff and form strong attachments to them. Older children initiate conversations and take account of what others say. Children are interested and eager to play and join in, demonstrating friendly behaviour. They form good relationships with each other and with staff.

## Setting details

<b>Unique reference number</b>	118617
<b>Local authority</b>	Havering
<b>Inspection number</b>	1115862
<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>	0 - 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Havering College of Further And Higher Education Governing Body
<b>Registered person unique reference number</b>	RP907538
<b>Date of previous inspection</b>	15 September 2017
<b>Telephone number</b>	01708 462827

Stepping Stones Day Nursery registered in 1991. The nursery is managed by Havering College of Further and Higher Education Governing Body. It operates from a purpose-built unit on the Ardleigh Green campus of Havering College of Further and Higher Education in the London Borough of Havering. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery is open each weekday from 7.45am to 6.15pm, for 51 weeks of the year. The provider employs 15 members of staff, 13 of whom hold a relevant childcare qualification at level 2 or above.

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