

Stepping Stones Nursery & Preschool

6 Arundel Avenue, Liverpool, Merseyside, L17 3DA



Inspection date

23 April 2018

Previous inspection date

16 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

- The manager and staff are committed to providing high-quality early years experiences for children and their families. Together, they reflect on the quality of service the nursery offers and identify future improvements.
- Staff observe and accurately assess the progress children make. They use this information, along with their knowledge of children's interests, to plan activities that help to ensure all children make good progress.
- Children enjoy a wide variety of learning opportunities, including learning about keeping themselves safe. For example, they learn to jump down safely from different heights with help from staff.
- Children are settled at the nursery and have warm and nurturing relationships with staff who consistently give children praise and reassurance. Children are receptive to learning and delight in their own achievements.
- Children have daily opportunities for exploration and fresh air in the two exciting outdoor play areas. Staff provide a wide range of interesting and challenging experiences, suitable for children in each age group.

It is not yet outstanding because:

- Occasionally, some staff do not give children time to think and respond when asking questions that challenge them in their learning.
- Staff do not use highly effective strategies to support parents to share information about their child'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:

- provide children with enough time to think, respond and demonstrate what they know when answering questions that extend their learning
- find more ways to encourage parents to share valuable information about what their child can do at home.

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 completed a joint observation with the nursery manager.
- The inspector spoke to staff and children at appropriate points during the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The manager observes staff as they work with children and meets with them regularly to discuss aspects of their role. Future training needs are carefully targeted for all staff. For example, recent mathematics training has been used well to develop opportunities for all children to practise their counting and measurement skills as they play. The arrangements for safeguarding are effective. Staff are aware of signs which may mean a child's welfare is at risk. All staff know the referral procedures to follow if they are concerned about a child. Staff undertake daily checks of the environment, both inside and outdoors, to ensure that the nursery remains a safe place for children. The manager monitors children's achievements. She supports staff in ensuring that, should a gap in children's learning develop, they receive the support they need to make good progress.

Quality of teaching, learning and assessment is good

Staff follow children's interests well and talk to them about what they are doing. They skilfully introduce new words to extend young children's vocabulary. For example, when playing in water, staff introduce words, such as 'splash' and 'drizzle' to describe how children use the water. Older children delight in sharing stories and eagerly discuss who the authors and illustrators of their favourite books are. Staff skilfully recognise the potential for mathematical learning in children's self-chosen play. For example, as older children play skittles, they are encouraged to record and compare their scores, before deciding who knocked the most skittles over. Younger children are well supported to make marks using water and paint bushes outdoors, while older children practise writing the letters of their own name and those of their friends.

Personal development, behaviour and welfare are good

Relationships between staff and children are strong. Children understand behavioural expectations, such as sharing and taking turns. They behave well. Staff boost children's self-confidence, for example, through praise for their efforts, achievements and positive behaviour. Children confidently make choices about what they would like to play with and are encouraged to develop their independence. For example, younger children show great determination when trying to put on their own waterproof suit and wellington boots before playing outside. Staff teach children to recognise and respect the differences between themselves and others. Trips in the local community, such as those to the shops, greatly enhance children's understanding of the community in which they live.

Outcomes for children are good

Children are inquisitive, self-assured learners who are not afraid to try new things. They eagerly explore and try out their ideas as they play. Children confidently choose their play and encourage friends to join them. They show care and consideration for each other and happily take turns as they play. Children learn how to recognise the sounds that letters represent in words and how to write their own name. They develop a range of skills that help to prepare them for their future learning and eventual move to school.

Setting details

Unique reference number	EY274200
Local authority	Liverpool
Inspection number	1104149
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	33
Number of children on roll	23
Name of registered person	Stepping Stones Nursery & Pre-School Ltd
Registered person unique reference number	RP908127
Date of previous inspection	16 December 2014
Telephone number	0151 734 2676

Stepping Stones Nursery & Preschool registered in 2003. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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