

# Stepping Stones

The Institute, Main Street, Cononley, KEIGHLEY, West Yorkshire, BD20 8LJ



## Inspection date

30 April 2018

Previous inspection date

24 January 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 is very dedicated and ambitious to provide good-quality play and learning experiences for children. They accurately evaluate the nursery provision, involve and gather the views of staff, parents and children and implement robust development plans to help raise the quality even further.
- Staff provide a calm, caring and nurturing environment. Children settle quickly and are very well supported by their key person. They are happy and display a strong sense of belonging. Children are emotionally secure in the nursery.
- Children's mathematical skills and understanding are developing well. Staff consistently use play opportunities to encourage children to count, recognise numbers, estimate quantities, complete simple calculations and identify different shapes.
- Staff develop strong partnerships with parents. They encourage parental involvement from the moment children start to attend. Parents are kept fully informed about their children's learning. They are very complimentary about the nursery and are pleased with the progress their children make. Parents describe how their children 'love nursery'.

### It is not yet outstanding because:

- On occasions, staff do not ensure that whole group time activities consistently match the developmental stage of the youngest children who attend.
- Staff do not provide sufficient opportunities for children to learn about communities beyond their immediate experience and develop their awareness of differences between themselves and other people.

## What the setting needs to do to improve further

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

- enhance group time activities so that they are precisely matched to the developmental stage of the youngest children
- extend opportunities for children to learn about communities beyond their immediate experience and further develop their awareness of differences between themselves and other people.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken with during the inspection and their written comments.
- The inspector held discussions with the management team, staff, children and the headteacher from the local school.
- The inspector discussed the nursery's self-evaluation process. She checked a range of policies and procedures and children's learning records.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their responsibilities and keep children safe from harm. They know the process to follow should they be concerned about a child's welfare or the behaviour of a colleague. The management team provides staff with supervision, training and opportunities to gain qualifications. This helps them to understand their role and develop their knowledge. The management team monitors children's progress well. They put effective support in place to help children catch up quickly in their learning and development. Staff develop excellent working relationships with the local school. Teachers from school visit children in nursery and staff share detailed information about their learning. This helps to support consistency for children.

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

Qualified staff regularly observe children and make accurate assessments of their development. They use what they know about children to extend their learning well, overall. Staff provide many opportunities for children to learn about nature. Children are curious and motivated in their learning and show their good understanding of the life cycle of frogs. Staff respond well to children's questions about insects and skilfully help them to use information books to identify and name the different types of insects they see. Staff support children's language development very effectively. They skilfully engage children in many conversations and introduce interesting words, such as, 'camouflage' to extend their vocabulary. Girls are very observant and accurately describe how the sunshine creates shadows on the nursery floor and on the wall outside. Staff captivate children's interest as they use different voices to tell stories. Children listen attentively and confidently join in the parts of stories that they know.

### Personal development, behaviour and welfare are good

Staff effectively teach children how to keep themselves safe during the regular outings to the nearby park and forest area. Children run energetically, hop on one leg and push scooters at speed, showing their good physical skills and body control. In addition, staff provide a small outdoor area at the nursery to ensure children enjoy varied outdoor play experiences each day. Children manage their own self-care needs independently. Staff encourage young children to butter their own crackers and pour their milk from a jug. Staff are good role models for children and provide clear expectations. Children behave extremely well. Staff skilfully use opportunities to help children understand which foods and drinks are healthy and which are not.

### Outcomes for children are good

Children make good progress in their learning. They enthusiastically sing a wide range of songs and join in the actions. Young children correctly identify their own name-card and older children confidently write their name and a range of other letters from the alphabet. Children use magnifying glasses competently and use them to look carefully at flowers and insects. Children display a positive attitude to their learning and develop the skills they need for the future. Children are well prepared for starting school.

## Setting details

<b>Unique reference number</b>	EY312228
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1102026
<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>	2 - 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Joanna Marie Clark
<b>Registered person unique reference number</b>	RP902978
<b>Date of previous inspection</b>	24 January 2014
<b>Telephone number</b>	01535634217

Stepping Stones registered in 2005. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one who holds a level 6 qualification. The nursery opens from Monday to Friday term time only. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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