

# Stepping Stones Day Nursery

23 - 25 Ashcroft Road, Cirencester, Gloucestershire, GL7 1RA



## Inspection date

Previous inspection date

23 May 2018

4 November 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management	Inadequate	4	
Quality of teaching, learning and assessment	Inadequate	4	
Personal development, behaviour and welfare	Inadequate	4	
Outcomes for children	Inadequate	4	

## Summary of key findings for parents

### This provision is inadequate

- The managers who are responsible for safeguarding do not have the relevant knowledge and skills to keep children safe. As a result, children's safety is significantly compromised.
- The management team and staff do not follow the guidance or procedures of the Local Safeguarding Children Board (LSCB).
- Staff are unable to identify possible signs of abuse. They do not share information with the relevant agencies in a timely manner. This does not protect children.
- Staff do not consistently provide the necessary support for children who have special educational needs and/or disabilities. This hinders their progress.
- Staff do not provide children, whose home language is not English, with sufficient opportunities to make the best possible progress in their learning and development
- Staff do not consistently identify gaps in children's learning and development as the systems used to monitor how well children are progressing are ineffective. Staff do not have an accurate overview of what children know and can do.

### It has the following strengths

- Babies have good attachments to staff. They settle quickly and happily part from their parents on arrival.
- The cook provides healthy and nutritious food, and children's dietary requirements are well catered for. This promotes children's good health.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
■ ensure the designated lead for safeguarding has the relevant knowledge and skills to provide support, advice and guidance to staff to keep children safe	31/05/2018
■ ensure the safeguarding policy and procedures is in line with the guidance and procedures of the Local Safeguarding Children Board (LSCB)	14/06/2018
■ train all staff to ensure they have up to date knowledge of safeguarding issues and are able to identify signs of possible abuse and respond in a timely way	14/06/2018
■ ensure suitable arrangements are in place to identify and support children who have special educational needs and/or disabilities; have regard to the Special Educational Needs Code of Practice and work in partnership with relevant agencies to help children achieve the best possible outcomes.	14/06/2018

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ improve teaching to ensure that children whose home language is not English have sufficient opportunities to make the best possible progress in their learning and development	14/06/2018
■ improve the systems used to monitor how well children are progressing in their learning and development.	14/06/2018

## **Inspection activities**

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector scrutinised documentation, including children's learning files and records of injuries to children.
- The inspector met with the manager and leaders and spoke with staff and children at appropriate times during the inspection.
- The inspector sought the views of parents.

## **Inspector**

Vanessa Redmond

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. There are significant weaknesses in staff knowledge about how to protect children and keep them safe. The managers and staff responsible for safeguarding children do not have the required skills. They fail to take prompt action to ensure children's safety and well-being, which puts children at risk. Staff are unable to identify possible signs of non-accidental injury and neglect. For example, staff do not gather accurate information about injuries to children or seek an explanation from parents. They also fail to share information and concerns with the managers responsible for child protection. Staff do not follow the policy and procedures of the LSCB and staff are unaware of the action to take if a non-mobile baby arrives with an injury. Managers and staff do not understand the importance of recording information about potential concerns or how information should be shared with child protection agencies. This combination of failures puts children at significant risk of harm.

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

The systems used to monitor how well children are progressing in their learning and development are ineffective. Leaders have an inaccurate overview of children's development and fail to identify gaps in their progress. Not all staff support children who speak English as an additional language well enough. For example, staff leave children who are quieter and do not demand attention on their own with no interaction. Some staff support children well, which promotes their learning. For example, staff in the pre-school room encourage children to work cooperatively to solve problems as they complete a train track. Younger children enjoy being read to and they handle books carefully.

### Personal development, behaviour and welfare are inadequate

Children's safety is significantly compromised due to weaknesses in safeguarding. Leaders have not ensured that all of the safeguarding and welfare requirements are met, which puts children at risk. Staff do not share information with each other about children who have special educational needs and/or disabilities. As a result, their needs are not met. Staff do not seek support from other professionals/agencies to ensure these children get the support they need. They are not given opportunities to make the best possible progress and be prepared for school. Nevertheless, children behave well, they share and take turns. Toddlers independently choose what they want to play with and benefit from the well-resourced outside area. Staff know the babies well and ensure their home routines are reflected in the nursery. Parents state their children are happy and they find the staff warm and welcoming. However, some parents express concern that the management team does not communicate information about matters relating to the nursery adequately. This includes issues relating to the recent closure of the nursery.

### Outcomes for children are inadequate

Staff do not appropriately seek support for children who need additional help. Weaknesses in how staff assess what children know and can do and in the quality of teaching means that some children are not making adequate progress.

## Setting details

<b>Unique reference number</b>	EY331414
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1115932
<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 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	01285 642 460

Stepping Stones Day Nursery was registered in 2006 and is based in Cirencester, Gloucestershire. It receives funding for the provision of free early education for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery is open each weekday from 7.30am to 6pm all-year round. The nursery employs 18 staff. Of these, 11 hold recognised qualifications at level 3 and above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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