

Stepping Stones Day Nursery

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



Inspection date	12 October 2018
Previous inspection date	23 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- The provider and new management team have a strong drive to improve the quality of the nursery provision. Since the last inspection, they have developed a shared vision and high aspirations for the nursery. They undertake regular evaluation and have made secure improvements, and identified new areas they wish to develop, to enhance the nursery further.
- The friendly, caring staff are enthusiastic and welcoming. Children and babies are happy, have a strong sense of belonging and are emotionally secure.
- Children's behaviour is very good. Staff are positive role models and offer them warm praise and encouragement to share, take turns and to care about others. For example, children take turns to take the setting's 'safety' teddy bear home to help them understand how to stay safe and behave well.
- Children make good progress from their starting points. Staff provide an interesting environment for children to explore their own interests and share ideas for activities to try at home with parents.
- The management team supports staff's professional development well through regular supervision, mentoring and one-to-one coaching. For example, the special educational needs coordinator has benefitted significantly from individual training to identify quickly and ensure successful interventions for children when needed.

It is not yet outstanding because:

- Some staff do not consistently use the opportunities during children's self-chosen play to challenge and extend their learning further.
- Following the action raised at the last inspection, the senior management is still in the early stages of supporting staff to implement the updated systems for observation, assessment and planning more effectively to maximise children's progress.

What the setting needs to do to improve further

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

- continue to improve staff's skills to help them make the most of all opportunities to extend children's learning even further
- embed the recently updated systems for observation, assessment and planning to help staff support all children's progress as fully as possible.

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 held a telephone conversation with the manager of the nursery and completed a joint observation with the deputy manager.
- The inspector spoke with children and staff during the inspection. She spoke to several parents during the inspection and took account of their views.
- The inspector held discussions with the deputy manager and three members of the provider's senior management team. They discussed and checked safeguarding practices, staff's training, and development and evaluation processes.
- The inspector sampled children's records and discussed how staff assess children's progress.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The management team has worked hard to address all the actions and recommendations from the last inspection. Safeguarding is effective. All staff have completed training updates about their roles and responsibilities and how to identify any children who may be at risk, for example, to exposure to extreme ideas and behaviours. The manager carries out a daily staff 'safeguarding walk' to question them to ensure that they are confident in their understanding of the signs and symptoms that may give cause for concern about a child's welfare. Staff know what to do in the event of an allegation against a member of staff. The manager is developing new ways to monitor the progress of different groups of children to ensure gaps in development are closing. For example, staff have increased opportunities for children who are learning English as an additional language, to develop language skills and share it within the setting. Parents recognise the recent improvements and report that their children benefit from the changes, such as regular visits into the local community.

Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how children learn and develop. They know children well, regularly talk with them and observe their interests, to plan interesting activities. For example, children were fascinated with fairies, and staff provided resources for them to create a fairy garden. Staff extend children's and babies' communication skills through play, and support children with possible speech delay effectively. For example, staff gently reinforce children's attempts to say colours and numbers they recognise, and children are keen to repeat these correctly. Staff support children's mathematical skills well. For instance, younger children sing counting rhymes, and discuss shape and size in books. Older children enjoy sorting and comparing fruit and vegetables to make a pie, and complete challenging puzzles.

Personal development, behaviour and welfare are good

Experienced staff ensure children have well-established relationships with their key person. Children and babies are happy, settled and comfortable. Staff provide easy access to a wide range of resources, and children move freely around the nursery and explore their own ideas. This supports children's independence. Staff encourage children's good health and physical well-being effectively. Children and babies often play outside, developing good coordination skills and positive attitudes to keeping fit and healthy. For example, children have fun jumping in puddles outside and explore what their bodies can do using a variety of hoops. Staff actively support children to develop a good understanding of positive hygiene and safety routines. For instance, toddlers are encouraged to wash their hands after their nappy change and older children know they must be careful with hot food as they eagerly serve themselves at lunchtime.

Outcomes for children are good

Children develop good skills that prepare them well for the next stage of their learning and their eventual move to school, particularly pre-school children, who have good opportunities to develop their literacy and early number skills. Younger children are confident, and make strong relationships with friends and their key person.

Setting details

Unique reference number	EY331414
Local authority	Gloucestershire
Inspection number	10079538
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	32
Number of children on roll	36
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	23 May 2018
Telephone number	01285 642 460

Stepping Stones Day Nursery is managed by Bright Horizons Family Solutions Limited. The nursery first registered in 1995 and became part of the Bright Horizons Family Solutions Limited group of nurseries in 2006. It operates in Cirencester, Gloucestershire. The nursery is open each weekday from 7.30am to 6pm, all year round. It receives funding for the provision of free early education for children aged three and four years. The nursery employs 16 staff who work with the children. Of these, eight hold relevant childcare qualifications at level 3. The manager holds a relevant childcare qualification at level 4.

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