

# Step Start Mountnessing

281 Roman Road, Mountnessing, Brentwood CM15 0UH



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|--------------------------|-----------------|
| <b>Inspection date</b>   | 5 February 2019 |
| Previous inspection date | 24 May 2018     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires improvement | 3        |
| 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

### This provision is good

- Following the last inspection, the provider, manager and the staff team have shown a very strong commitment to making improvements in the nursery. They have worked hard and acted on ideas gained through their professional development to raise the quality of teaching.
- Children and babies are curious and eager to explore both indoors and outdoors. They take part in a wide variety of activities and experiences. Children and babies make good progress and develop the skills that prepare them for future learning.
- A highly effective key-person system is in place. Staff are positive role models and children and babies have formed strong attachments to their key person. Children often invite staff to join in their play and share their accomplishments.
- Staff speak clearly to the babies and young children, using gestures and actions to assist their understanding. This supports children's developing communication skills.
- Staff give a high priority to ensuring children learn about the importance of safe and healthy lifestyles. Children eat nutritious snacks and meals. They have regular exercise and follow good hygiene routines.
- Although partnerships with parents are good, staff do not always seek detailed initial information from parents about their children's starting points on entry.
- On occasions, staff do not ensure that children can persevere, play without interruption and continue exploring an activity before moving on to the next.

## What the setting needs to do to improve further

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

- extend the range of information sought from parents when children start at the nursery and establish an in-depth understanding of children's starting points
- enhance opportunities for children to follow their interests and persevere at activities of their own choosing.

### 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 carried out a joint observation with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children, and accompanied staff and children on an outing to the nearby school playground.
- The inspector reviewed evidence of the suitability and qualifications of the staff, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses to surveys organised by the nursery.

### Inspector

Pat Champion

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are trained to ensure that they know the local child protection procedures and how to identify children who may be at risk of harm. Recruitment and vetting procedures are rigorous to ensure that staff are suitable for their role. The manager now monitors staff practice more closely, through regular observations and supervision meetings that highlight any training needs. The effective deployment of staff ensures that they are successfully involved in children's activities. The provider and manager have ambitious targets to improve practice and outcomes for children even further. They also positively welcome support from the local authority adviser and an early years consultant. There are effective links with the teaching staff in the local schools to provide close support for children as they move into full-time education.

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

Staff have a good understanding of how children learn. Since the last inspection, staff have completely reviewed the layout of play equipment, so children are motivated and enjoy exploring their environment. Key persons complete focused and spontaneous observations of children's achievements. The manager has a clear overview of the progress that individual children and groups of different children make. This means that any gaps in children's development are promptly addressed. Staff keep parents informed about their children's progress and share ideas for further activities. Parents regularly share comments about their children's learning and contribute photographs for the assessment records.

### Personal development, behaviour and welfare are good

Staff sensitively support children as they settle into the nursery or transfer to the next room. All children's contributions and efforts are treated very positively by staff to ensure they feel valued. Children play harmoniously together and develop strong friendships. Their behaviour is good and any challenges are addressed quickly and appropriately. This helps to create an environment of sharing and understanding. Staff plan activities that capture children's interests and develop their understanding of diversity in the world around them. For example, children taste different food and create pictures to mark the Chinese New Year.

### Outcomes for children are good

Children approach their play with enthusiasm. All children and babies make good progress, including those who speak English as an additional language. They confidently acquire the essential skills that prepare them for the next stage in their learning and for starting school. Children use good manners and learn important social skills, such as sharing and taking turns with play equipment. Children participate in group discussions where they listen attentively and share their ideas. They look at books for pleasure and begin to recognise the sounds that different letters represent.

## Setting details

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| <b>Unique reference number</b>                   | EY547550  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 10089409  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Full day care                                       |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 42  |
| <b>Number of children on roll</b>                | 57  |
| <b>Name of registered person</b>                 | Step Start Nurseries Mountnessing Ltd               |
| <b>Registered person unique reference number</b> | RP547549  |
| <b>Date of previous inspection</b>               | 24 May 2018   |
| <b>Telephone number</b>                          | 01277 572001  |

Step Start Mountnessing registered in 2017 and is run by a limited company. The nursery employs 13 members of childcare staff. Of these, eight staff hold an appropriate early years qualification at level 3 and two staff hold a qualification at level 2. There is one member of staff with qualified teaching status. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7am until 7pm. The nursery provides funded early education for three- and four-year-old children.

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