

Second Steps Day Nursery



Unit 5, Sharp House, Arterial Road, Laindon, BASILDON, Essex SS15 6DR

Inspection date	26 February 2019
Previous inspection date	6 August 2015

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

- Children are happy in the nursery and enjoy their play. Staff ensure that children form close relationships with them and make good friendships with each other. Children learn to take care of their friends and help each other.
- Staff are vigilant and ensure that children are safe and well supervised. They have good systems for managing children's behaviour and share these with parents. This ensures consistency in practice and helps children to feel secure.
- Staff build on spontaneous child-led play to extend children's learning. They are skilled at expanding on children's ideas as they gently guide them towards their next milestone. Staff encourage children to use their imaginations and make decisions in their play and learning.
- Partnerships with parents are strong. Staff provide parents with regular information about their children's progress. They ensure that parents are fully involved in their children's development and help them to continue their learning at home.
- Managers and staff evaluate children's activities and their learning outcomes. They take account of the views of parents and other professionals when making plans for the development of the nursery. Staff evaluate their practice to ensure they provide a good standard of teaching to help all children to reach their full potential.
- Staff do not always provide enough opportunities to fully support all children who prefer to learn outdoors.
- Staff provide fewer opportunities for children to explore and use information and communication technology.

What the setting needs to do to improve further

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

- increase opportunities for all children to access outdoor learning, particularly for those who prefer to learn outside
- provide more opportunities for children to explore and experiment with information and communication technology.

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.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, including suitability and qualifications of staff, children's developmental records, policies and procedures.

Inspector
Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Management of the nursery is strong. Staff supervision is fully effective and staff receive individual support from the manager. Staff have access to an ongoing programme of professional development and training to help them to acquire new skills and keep up to date with changes in procedures. Arrangements for safeguarding are effective. Staff have a good understanding of the signs that could indicate that a child is at risk. They are fully aware of the procedures to follow if they have a concern about a child's well-being. Staff recruitment follows safe practice and staff suitability is regularly checked. New staff receive a full and useful induction into the policies and practices of the nursery. Staff communicate well with parents, and parents say they feel fully involved and are informed of any changes that happen.

Quality of teaching, learning and assessment is good

All children make good progress in their learning. Staff understand their individual needs well. They consult with parents if they notice any gaps in children's learning and seek appropriate support from other professionals to help children make progress. Staff promote children's communication and language development well. They talk to them constantly and encourage conversation. Children are confident and active learners. They respond intelligently to staff's questions. Staff help children to understand numbers and counting. For example, younger children count the cars they push down a tube. Older children do simple sums and add numbers together correctly. Children enjoy chopping vegetables and weighing them on scales. They use weights to find out which are the heaviest and lightest.

Personal development, behaviour and welfare are good

Staff are very nurturing and kind. They are sensitive to children's needs. For example, they know when the youngest children need to rest and when they are hungry. They support parents with potty training and children learn from a young age to be independent. Young children learn to share and take turns with their toys. Older children enjoy helping. For example, they tidy up before lunch, moving small chairs and tables, and cleaning up their messy play activities. Staff provide a lot of natural materials for children to explore. Children use their imaginations as they enjoy the sensory feel of soap, water and flowers. They make potions and ask each other to smell them. Children learn about the importance of exercise and eating healthily. They play with fruits and vegetables and find out how they feel and smell. Younger children paint their hands and make handprints. Staff show them how to blow bubbles and they chase them and squeal with delight.

Outcomes for children are good

Children make good progress in readiness for school. They learn how to hold tools such as pencils and scissors. They develop good hand control and practise their early writing. Children share books with their friends and enjoy listening to stories. They develop good physical skills as they ride tricycles and build sandcastles. Children learn about people who are different from themselves and about different festivals and traditions. Younger children play with toy animals. They repeat their names and the sounds they make.

Setting details

Unique reference number	EY435901
Local authority	Essex
Inspection number	10063029
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	33
Number of children on roll	30
Name of registered person	Sharon Watson and Lorraine Griffith Partnership
Registered person unique reference number	RP513445
Date of previous inspection	6 August 2015
Telephone number	01268 543 170

Second Steps Day Nursery registered in 2011. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The nursery is open all year round from 7am until 7pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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