

Stepping Stones Day Nursery (Bolton Ltd)

Methodist Church, Chorley Old Road, Bolton, Lancashire BL1 6AH



Inspection date	2 April 2019
Previous inspection date	20 July 2016

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

- The leadership team and staff provide children with a varied range of interesting and challenging activities. Children are motivated and engaged in their learning. They choose what they want to play with and are encouraged to explore and use their own ideas to extend their learning. All children make good progress from their initial starting points.
- Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are supported effectively. Staff utilise visual clues well to aid children's emerging communication skills and understanding.
- Children are respected and valued in this welcoming environment and demonstrate high levels of self-esteem. They develop very good relationships with their key person and show that they feel emotionally secure and confident. Staff are good role models and consistently reinforce rules and boundaries to help children understand what is expected of them. Children's behaviour is good.
- Staff have fostered good partnerships with parents, who are very complimentary about the nursery. Staff are effective in their communication with parents and involve them in children's learning regularly. For example, staff celebrate children's achievements through the use of daily diaries, discussions, newsletters and shared assessments.
- Staff do not always make the most of their current tracking systems to support children to make even better progress.
- The recently revised planning procedures for children's learning and development are not yet embedded.

What the setting needs to do to improve further

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

- refine the ways in which children's progress is tracked in order to aid sharper identification of emerging needs and help children make rapid progress in their learning and development
- embed the recently implemented planning process and measure the impact that this has on children's learning and development.

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 completed a joint observation with one of the nursery's owners.
- The inspector held a meeting with the nursery owners and nursery manager. She looked at relevant documentation, including the nursery's development plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

The providers are passionate about their role in providing high-quality care and learning for children. Staff are equally enthusiastic and dedicated. They work closely as a team, sharing views and attending relevant training to improve their practice and outcomes for children. For example, staff have implemented strategies and ideas from numeracy and mark-making workshops to further excel children's learning in these areas. Leaders monitor children's progress. They identify areas for development and encourage staff to further their professional knowledge and increase their skills in these areas. This has a positive impact on children's learning. Furthermore, leaders observe staff practice and offer guidance through continuous coaching, support and purposeful supervision meetings. Safeguarding is effective. All staff clearly understand their role and responsibility in protecting children from harm and can identify possible signs of abuse.

Quality of teaching, learning and assessment is good

Staff observe children as they play and use this information to offer activities and experiences that reflect children's individual interests. Staff complete timely assessments that help to identify the next steps in children's learning. The quality of teaching is good. Staff pay particular attention to developing children's emerging language skills. Staff working with babies repeat key words and model the correct language. Those working with older children ask pertinent questions that encourage thinking and use descriptive language as children play. Children especially enjoy exploring natural objects. They are naturally inquisitive, motivated and concentrate on their chosen activities. Children explore dough, sand and water and have ample opportunities to make marks with a variety of tools. Their efforts are celebrated by the kind and caring staff team.

Personal development, behaviour and welfare are good

Children are happy and secure. Staff gather detailed information from parents when children first start at the setting to help children to settle into nursery life and to support their emotional well-being. Children enjoy an array of physical activities. For example, pre-school children participate in yoga sessions and babies spend time playing on their tummies to support their all-round development. Toddlers operate wheeled toys in the garden area and competently navigate the space available. Children enjoy the responsibility they are given. They clear away their used plates and cups at lunchtime and help staff to set up activities. Children play well together and show concern for others. They are encouraged by staff to share, take turns and listen to each other as they play.

Outcomes for children are good

Children acquire the necessary skills to prepare them well for the next stage in their learning and their eventual move to school. Young children are skilful communicators who are able to express their ideas and feelings as they explore the environment with confidence. They competently feed themselves at mealtimes and follow good hygiene procedures. Older children use mathematical language as they play and show a keen interest in their favourite stories. Children are fiercely independent and display a can-do attitude to their learning.

Setting details

Unique reference number	315937
Local authority	Bolton
Inspection number	10072836
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	83
Name of registered person	Stepping Stones Day Nursery (Bolton Ltd)
Registered person unique reference number	RP902892
Date of previous inspection	20 July 2016
Telephone number	01204843604

Stepping Stones Day Nursery (Bolton Ltd) registered in 1996. The nursery employs 18 members of childcare staff, 17 of whom hold appropriate early years qualifications at level 3 or above. The nursery is open all year round from 8am until 6pm, Monday to Friday, except for public holidays, one week in August and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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