

Steps Community Nursery

Paces Campus, Pack Horse Lane, High Green S35 3HY



Inspection date	25 April 2019
Previous inspection date	14 March 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The leadership and management of the setting are inspiring. The leaders and managers continually strive for improvement and they use innovation to drive developments.
- Staff benefit from excellent and splendid support, including those who are new to the team. They benefit from highly focused observations of their teaching, supervision arrangements and working in partnership with other professionals. This helps staff reflect upon, improve and develop their outstanding teaching even further.
- Working in partnership with other agencies and parents is highly developed. Parents receive a wealth of information about the setting, their children's progress and the ways to support and extend learning at home. Parents are actively involved in the monitoring and assessments of their children. This helps ensure that all children make exceptional progress in their learning.
- All children flourish in the setting. They are visibly happy and well cared for. The nursery has an inclusive approach and, as a result, the needs of each individual child are thoroughly catered for. Staff work highly effectively as a team to ensure the commitment to children's well-being. Staff have high expectations of all children and actively rejoice in their individuality.
- There is significant support for the children and their families. Sustained help for children with special educational needs and/or disabilities (SEND) is a particular strength. They are well integrated and provided for, helping them to make ongoing excellent progress from their starting points.
- Staff are committed and relentless in their pursuit of excellence, reflecting constantly on their current practice to ensure that children maintain the highest levels of achievement.

What the setting needs to do to improve further

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

- continue to build on and enhance the already excellent promotion of British values, such as respect and tolerance.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rebecca Creagh

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders accurately monitor the quality of teaching and ensure that they continually build on the very best of practice in the staff team. Newly developed systems to monitor children's progress provide detailed information about children's achievements. Leaders and staff quickly identify gaps in children's learning and implement effective strategies to ensure the best possible outcomes for all children. They have a profound understanding of the curriculum and how to best apply it to meet the needs and interests of the children. Children are listened to and feel safe. Staff are trained to identify and act where children may be at risk of abuse. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

Teaching is of a high quality. The staff team works very well together. Through a deep understanding and expert knowledge, staff assess, plan and provide rich and varied experiences for children. These enthuse, engage and motivate them to learn. For example, songs are both sung and signed, and played on real instruments to provide children with the opportunity to develop further their language and communication skills. Staff celebrate in each developmental step a child makes. They expertly give children thinking time to answer questions and choose activities. Children have access to a plethora of resources. Highly successful strategies are used to help and guide children to explore new activities and experience opportunities. Children are regularly praised. As a result, they have highly established levels of confidence and self-esteem.

Personal development, behaviour and welfare are outstanding

Children form very close bonds with staff and especially their key person. Staff place the highest priority on children's emotional well-being. They work in tandem with families during the child's bespoke settling-in process. This helps guarantee that there is continuity in the setting and at home. Staff are caring and patient with children. They know each individual child incredibly well. Staff actively seek out services and funding to help support children to make the best levels of progress. Children display high levels of positive behaviour as they form warm and caring attachments with peers and staff. Children were actively seen caring and sharing. Children's physical well-being is continually promoted through enjoyable activities. Staff routinely join in the activities with the children. For instance, they enjoy jogging around the running track and then monitor and record their different heart rates.

Outcomes for children are outstanding

All children, including those in receipt of early years funding, make consistently high rates of progress. They show boundless levels of curiosity, imagination and concentration. Children are immersed in mathematical language and literature throughout the day and, as a result, they show a thirst for learning. Staff have formed strong links and firm relationships with the local primary schools. Children are exceptionally well supported for the next stage in their learning and subsequent move to school.

Setting details

Unique reference number	300918
Local authority	Sheffield
Inspection number	10072760
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	55
Number of children on roll	90
Name of registered person	Steps Community Nursery (High Green)
Registered person unique reference number	RP519465
Date of previous inspection	14 March 2016
Telephone number	0114 284 8060

Steps Community Nursery registered in 2000. The nursery employs 21 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, 15 hold qualifications at level 3, one holds a qualification at level 6 and one holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with SEND and children who speak English as an additional language.

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