

Stepping Stones Nursery

Mondeor, Hoddlesden Road, Hoddlesden, Darwen, Lancashire BB3 3LR



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| Inspection date | 29 May 2019 |
| Previous inspection date | 26 June 2014 |

| 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 owner, manager and staff are dedicated and committed to providing children with high-quality nursery experiences. They are ambitious and dedicated to their roles and have high expectations of what children can achieve.
- The quality of teaching is good and staff make learning enjoyable for children. They adapt and reshape activities as children's interests evolve. This helps to maintain children's engagement and promote their learning further.
- Children arrive happily and thoroughly enjoy the time they spend at this welcoming nursery. They develop strong bonds and attachments to their key person and wider staff team. Children's sense of belonging is evident. For example, they confidently join in with activities and interact with adults during play.
- Staff organise the learning environment well. It is bright, warm and welcoming. Staff provide a wide range of good-quality resources, toys and equipment indoors and outside.
- Children enjoy a broad range of nutritious, home-made meals. Staff provide children with meals they enjoy, contributing towards children's positive attitude to healthy eating.
- Staff are not fully effective in planning for children's next steps in learning, using the recently introduced system to build on the already good outcomes for children.
- Staff do not always offer enough guidance to successfully support all parents to contribute to their child's learning.

What the setting needs to do to improve further

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

- embed further the new system for planning to support children's individual progress and help them to reach their full potential across all areas of learning
- build on the already good partnerships with parents to successfully engage them in their child's learning.

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 spoke with staff and children during the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held meetings with the owner and 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
Suzy Marsh

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have good knowledge of their child protection responsibilities. They know how to respond appropriately to any safeguarding concerns. Staff work effectively as a team and communicate well with each other. They share responsibilities and distribute tasks equally, to contribute to the smooth running of the nursery. Managers proactively seek the views of staff, children and parents about the quality of the setting. They are aware of their many strengths and are ambitious to continually improve. The manager ensures all staff have completed essential training. Staff also take advantage of a wide variety of additional online training courses to continually update their knowledge and skills. The manager monitors children's learning effectively. This helps to ensure all children continue to make good progress overall.

Quality of teaching, learning and assessment is good

Overall, experienced staff provide a range of well-planned activities to help promote children's learning. As children enjoy exploring and playing with dough, staff use words such as 'squeeze' and 'roll' to describe what they are doing. Children are fascinated as they cut apple shapes in the dough, commenting that 'it looks like a heart'. Young children listen attentively at story time and enthusiastically join in with action songs. This helps to promote their communication and language skills. Older children benefit from a range of activities and resources which promote literacy. The knowledgeable staff facilitate activities to promote children's awareness of phonics. For example, pre-school children practise writing their own name on their name cards.

Personal development, behaviour and welfare are good

All children are very well supported as they take manageable risks in their play. Children are physically active. Staff place a strong focus on play and learning in the outdoor environment. Children explore the outdoor space with enthusiasm and excitement. Young children learn about space and measure. For example, as they fill and empty different sized containers with water. They move freely between the indoor and outdoor areas throughout the day. Staff are good role models and children benefit from clear boundaries and familiar routines. Children cooperate with others and behaviour is good. Children learn the importance of a healthy lifestyle. Staff provide them with healthy snacks and arrangements for supporting children's unique dietary needs are effectively implemented. Children are becoming independent in managing their personal needs and follow good hygiene procedures.

Outcomes for children are good

All children make good progress in their learning and develop skills required for school. Children are active, enthusiastic and motivated to learn. Babies grow in confidence and independence as they complete simple tasks for themselves. For instance, babies hold spoons and feed themselves with increasing success at mealtimes. Toddlers are confident communicators. They enjoy sharing their views and experiences and listen to others when they speak. Older children are beginning to recognise their name and enjoy making marks. They confidently count during their play and are beginning to recognise and write numbers.

Setting details

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| Unique reference number | 301673 |
| Local authority | Blackburn with Darwen |
| Inspection number | 10106023 |
| 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 | 34 |
| Number of children on roll | 66 |
| Name of registered person | Stepping Stones Nursery (Hoddlesden) Limited |
| Registered person unique reference number | RP908066 |
| Date of previous inspection | 26 June 2014 |
| Telephone number | 01254 702 013 |

Stepping Stones Nursery registered in 1994 and is situated in Hoddlesden, Darwen. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one holds level 6. The nursery opens Monday to Friday, all year round, from 7.45am until 5.30pm. It provides funded early education for two-, three- and four-year-old children.

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