

# Stepping Stones Nursery School

16 Bruce Road, SOUTHSEA, Hampshire PO4 9RL



<b>Inspection date</b>	30 April 2019
Previous inspection date	4 May 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The procedures for checking staff suitability are not always rigorous enough. Some information is not always acted upon by the manager.
- The manager did not fully investigate a complaint that was received. A written record of this complaint, including the outcome was not completed.
- The records staff keep about injuries children have at home lack detail.

### It has the following strengths

- Parents provide high levels of praise for the manager and staff team. They value the support they offer their children. They feel well informed and happy about their children's progress. Parents state that, 'The nursery stands out because of its warm and friendly staff team'.
- Staff monitor children's learning and development closely. All children are making good progress, including those who speak English as an additional language.
- Children arrive happily into nursery. They quickly engage in play and enjoy spending time with their friends. Older children laugh together as they share funny pictures they have drawn.
- Staff know the children well and ensure their individual needs are met. For example, they provide comfort and reassurance to babies who are not feeling well.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make better use of the information gained through checks about staff to ensure they consistently remain suitable for their role	28/06/2019
improve the system for investigating complaints and ensure there is a detailed written record of the outcome.	28/06/2019

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

- improve the arrangements for recording injuries that children arrive at nursery with, to ensure sufficient detail is recorded.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning both indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to staff and children during the inspection and took their views into account. In addition, the inspector also talked to and viewed written feedback from parents.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Recent staff training means that staff have a good understanding of how to identify and report concerns about a child's well-being. This includes when children may be at risk of extreme views or behaviours. The manager identifies some areas for improvement but has not taken sufficient action to address these to ensure all the requirements of the early years foundation stage are met effectively. The manager conducts checks to ensure staff are suitable at the time of recruitment. However, not all information gained through these checks is acted upon. The manager had started to investigate a complaint. However, a written outcome was not completed. This is a breach of the early years foundation stage. Improvements have been made since the last inspection which have led to enhance the quality of teaching. New systems to monitor the progress that groups of children make are in place and are beginning to have a positive impact on children's outcomes.

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

Staff observe and assess children's progress. They know what children can do and what they need to learn next. Staff provide adequate challenge to children as they extend their learning through discussion and questioning. For example, older children plant seeds and think about what the seeds will need to grow. Staff support children's language development well. They introduce new words and sounds to younger children as they play with toy farm animals. Outside, children enjoy using their investigative skills as they consider the best place to find mini-beasts. All children have opportunities to practise their mark-making skills and older children are beginning to write their own name.

### Personal development, behaviour and welfare require improvement

Children behave well and are familiar with the nursery routines. They are confident and have opportunities to develop their independence. For example, resources are organised so children can make choices about their play. Children enjoy playing outside. Younger children delight in exploring how water moves through tubes and bottles. Children who have recently started attending the nursery settle well, as staff spend time building relationships with children and parents. Staff know how to keep children safe. However, some records to support children's welfare are not detailed enough.

### Outcomes for children are good

Older children are well prepared for their move to school. They know some letters in the alphabet and are developing a sound understanding of mathematical concepts. Children of all ages demonstrate a love of books and stories. Younger children re-enact these in their play as they use their imaginations to take on different roles. Babies enjoy using their senses to explore natural resources and smile at staff as they offer praise and encouragement.

## Setting details

<b>Unique reference number</b>	EY346747
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10084927
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Rose Lodge Nurseries Ltd
<b>Registered person unique reference number</b>	RP526738
<b>Date of previous inspection</b>	4 May 2018
<b>Telephone number</b>	02392 421718

Stepping Stones Nursery School registered in 2007. It operates from a house in Southsea, Hampshire. The nursery is open each weekday from 7.30am until 6pm all year round, except for public holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 12 members of staff, nine of whom hold appropriate early years qualifications at level 3 and above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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