

# Derwent Stepping Stones at Brackensdale



Brackensdale Junior & Infant School, Walthamstow Drive, DERBY DE22  
4BS

<b>Inspection date</b>	18 June 2019
Previous inspection date	8 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff welcome children into the nursery and take an interest in how they are. They are kind and attentive to the children's needs and support their emotional development well. Children settle quickly. They self-register and know where to put their coats and sandwich boxes.
- Staff develop strong relationships with parents and other professionals. They gather useful information when children start at the nursery and regularly inform parents about their children's development. This helps to provide a consistent approach in supporting children's care and learning.
- Children make good progress from their starting points. They are well prepared for the next stage in their learning and development, including the move on to school. Staff know children well. They make effective use of what they know about the individual children to plan for what they need to learn next.
- Staff support children's personal and social development well. They provide consistent guidance about rules and boundaries and help children to understand how their actions may affect the feelings of others. Children's behaviour is good, they play together harmoniously and are polite and kind to others.
- The manager and staff are committed to developing the nursery and providing a caring and good-quality learning environment. For instance, enhancements to the garden areas have broadened the range of learning opportunities for children who prefer to play outdoors.
- At times, staff miss opportunities to extend children's learning further and provide them with extra challenges, to help them make rapid progress.
- The staff do not consistently make good use of opportunities to help older children develop their early reading skills. For example, learning about letter sounds.

## What the setting needs to do to improve further

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

- make the most of all opportunities that arise to extend and challenge children's learning even further, to help them make rapid progress
- build on the existing opportunities to help older children develop their early reading skills.

### Inspection activities

- The inspector had a tour of the nursery. She spoke to the staff and children and held discussions with the manager at appropriate times during the inspection.
- The inspector observed the staff's interactions with the children and discussed the children's development with their key person and manager. She observed the quality of teaching and the impact this has on the children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and discussed the impact of teaching and learning.
- The inspector took into account the views of parents spoken to on the day of the inspection. She also looked at questionnaires the parents had completed.
- The inspector reviewed a sample of documentation, including staff's suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress and staff performance.

**Inspector**  
Jan Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection issues. They know the procedures to follow if they have a concern about a child's welfare. There are effective arrangements in place for the recruitment and selection of staff. Staff make effective use of the opportunities for professional development and some staff have committed to further improving their childcare qualifications. The manager leads her staff team well. She supports staff practice to help ensure that the quality of teaching is good and consistently improving. She provides appropriate staff training. This includes recent workshops on developing children's speech. The manager tracks the progress of children to ensure any gaps in their learning are closing as quickly as possible through focused learning.

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

Staff are well qualified and experienced. They successfully use their knowledge of child development to promote learning. They provide a well-resourced environment. This enables children to explore, problem solve and develop their own imaginative ideas. This is illustrated when children play in the water. They find different ways to fill the containers and pretend to make 'magic potions'. They then move around the garden painting resources with their 'potions' to 'make them magic'. Staff join in and support children's play with great enthusiasm. This is evident when children attempt to balance and jump off equipment. Staff demonstrate how to do this and further show the children how to do star jumps. Staff extend children's language development well. They sit at children's level, use eye contact and engage with them in positive interactions. They speak clearly and share new words, such as the names of different types of salad at snack time.

### Personal development, behaviour and welfare are good

Staff create a calm and welcoming environment. Children demonstrate they are comfortable in their surroundings and confidently explore the activities on offer. They move around the room and outside freely selecting what and where they want to play. Staff promote an awareness of healthy lifestyles. They provide nutritious snacks and opportunities for children to be physically active. They encourage children to follow good hygiene procedures, such as washing their hands at appropriate times. Staff teach children to be safe and to take care of themselves. This is illustrated as staff talk to children about where to safely throw the bean bags, so they do not hit their friends. Staff encourage children to learn about the wider world in which they live. They help children to recognise and value differences in themselves and others.

### Outcomes for children are good

Children are progressing in their typical age range. They concentrate and have a positive attitude to learning. Children are independent and learn to take care of themselves and make their own decisions. Their physical skills develop well. Older children use the stepping equipment skilfully and younger children manoeuvre wheeled toys with confidence. All children develop mathematical skills as they count and learn to recognise numbers as they play.

## Setting details

<b>Unique reference number</b>	EY460372
<b>Local authority</b>	Derby
<b>Inspection number</b>	10106589
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Derwent Stepping Stones Nursery and Community Training Centre
<b>Registered person unique reference number</b>	RP906919
<b>Date of previous inspection</b>	8 December 2015
<b>Telephone number</b>	07590418780

Derwent Stepping Stones at Brackensdale registered in 2013. The nursery operates Monday to Friday from 8am until 6pm, all year round. It employs six members of childcare staff, including the manager. All hold appropriate early years qualifications at level 2, 3, 4 or 6. The nursery receives funding for free early education for two-, three- and four-year-old children.

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