

# Inspection of Right Step Nursery & kids Club

Ball Green Cp School, Whitfield Road, STOKE-ON-TRENT ST6 8AJ

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Inspection date:

9 December 2019

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish in this safe and secure nursery. They experience an array of stimulating activities delivered through a highly effective balance of child-initiated and adult-led play. Children are cared for by dedicated and caring staff with whom they form close and trusting relationships. Children feel emotionally secure. They settle quickly and relish every opportunity to play and have fun. Children play quietly and imaginatively with 'happy land' figures which they skilfully handle to place on the merry go round at the pretend fair. They excitedly write and post their letters to Santa who lives in the North Pole. Children play with a purpose and the high-quality interaction from knowledgeable staff enables children to learn and develop rapidly from their starting points. Children make great strides in their language development. They boisterously sing fun songs, copying staff who use hand signs to help children with communication difficulties. Children constantly hear sounds of letters as staff model correct language, making sure they are face to face with children when they read picture book stories. Children gain excellent levels of empathy and kindness. Resources, such as a two-way mirror, enable children to instantly see the facial expression of another child. This helps children to understand how their behaviour causes another child to feel. Children develop a positive approach to a healthy lifestyle. They know they need to wash their hands after collecting eggs from the ducks living in their outdoor play area, and they grow vegetables which they eat. Children have challenging opportunities to practise their physical skills as they negotiate uneven terrain and tunnels in the outdoor play area.

## **What does the early years setting do well and what does it need to do better?**

- The staff team is highly motivated and supported by a passionate provider who is also the manager. She regards staff's well-being as a priority for them to feel valued. She empowers staff to take responsibility for delivering highly effective teaching. Staff say she gives them excellent support. The manager uses internal and external training to keep staff up to date. She supports staff with their professional development to gain qualifications.
- The manager and staff team have a tireless capacity to secure excellent partnership working with parents. They know as much as possible about the child and their family at the start. They know children's personalities, interests and learning styles exceptionally well, which they use to enthuse children to learn and progress. Parents are invited to frequent meetings where they discuss their child's progress with their key person and agree the next steps in their learning.
- The nursery's special educational needs coordinator constantly engages with a wide range of professionals to seek timely intervention and support for children and their parents when it is needed. Staff use the best teaching practice to

precisely target and promote children's communication and language. For example, staff use the 'Stoke Speaks Out' framework to support children with speech and language delay. This helps staff to plan activities that focus on children's listening and attention. For instance, children listen to instructions during very short activities which build on their concentration levels. Children have planned opportunities to interact with staff where there is no background noise to distract them.

- Children have lots of opportunities which increase their knowledge of mathematics and literacy. They see hand pictures to support them to count their own fingers. Older children are challenged to call out the number which follows another. Children become intrigued by the introduction of shapes hidden in 'snow'.
- Staff help children to develop their independence and self-care skills, such as helping very young children to pour their own drinks. Older children visit the bathroom independently. The current curriculum theme about being healthy includes teaching children how to brush their teeth. Staff have received specific training from a health professional to ensure their practice complies with up-to-date oral hygiene guidance.
- Children are strongly supported in making the transition to school. Staff take children to the local school, where they meet staff and become familiar with the routine. School staff visit the nursery and information is shared about children's learning and development. Staff use the same phonics teaching resources as the school and they provide homework activities for children. This cohesive approach prepares children for the next stage in their learning effectively.
- Parents say the nursery is 'brilliant' and 'all staff know about my child'. They cannot identify how the nursery can improve. They say their child's talking and counting has progressed since they started. Parents enjoy taking an active role in their child's learning when they bring 'funky monkey' home with his suitcase of clothes. They celebrate their child's achievements, such as sleeping all night because funky monkey was with them and liking fruit because funky monkey eats bananas.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have an acute awareness and thorough understanding of child protection procedures through relevant training. They know the different types, signs and symptoms of abuse, and the reporting procedures to follow in the event of a concern about a child or member of staff. Staff articulate a knowledge of the 'Prevent' duty and female genital mutilation. Staff teach children how to remain safe. For example, children go for walks in the community and they learn about road safety. Risk assessments are effective. Recruitment procedures are robust. Children are protected.

## Setting details

<b>Unique reference number</b>	EY545508
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10103633
<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>	Sessional day care
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	70
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Right Step Nursery & Kids Club
<b>Registered person unique reference number</b>	RP545507
<b>Telephone number</b>	01782235773
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Right Step Nursery & kids Club registered in 2017. The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and three hold level 2. The nursery opens from Monday to Friday, all year round, from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Lawton

### Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact the interaction and learning opportunities have on children's learning.
- The inspector viewed the indoor and outdoor learning environments.
- A meeting was held with the manager. The inspector looked at relevant documentation, including safeguarding and child protection policies and evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation with the manager.
- The views of parents were taken into account during the inspection.

We carried out this inspection 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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