

# Inspection of Stepping Stones Nursery

Court De Wyck Church School, Bishops Road, Claverham, Bristol, Somerset BS49 4NF

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Inspection date: 11 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

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

### The provision is good

Children enter the nursery happily, and they confidently find their named peg. They follow instructions well and put their lunch bag in the dedicated box. They develop good independence. For example, during snack time, they pour their own drinks and peel their piece of banana. Young children are very keen to show their skills. For example, they demonstrate how to unzip a section of their jumper to reveal a unicorn. They are very proud of their achievements.

Children feel safe. They form close relationships with caring and approachable staff who know them well. Children are confident to talk to unfamiliar adults. For example, while playing with the animals in the sand, children talk to the inspector about how their granddad has a large orange tractor, not a blue one like on their jumper. The well-resourced learning environment encourages children to make choices and to be independent learners.

Children are motivated to learn and thoroughly enjoy exploring a range of exciting experiences that capture their attention. Children develop high levels of self-esteem. They are consistently praised by attentive staff. Children persevere when things do not go as expected. When the dough sticks to the rolling pin, they seek solutions so that they can continue their explorations.

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

- Staff plan an exciting range of activities. Most children engage well and are motivated to learn as they make dough. Staff question children well. They encourage them to recall previous learning and to predict what comes next. However, staff have not fully considered how popular the activity is. The group size means that children have to wait a while before it is their turn, which most do patiently.
- Older and most-able children develop good language skills. They talk about the dough mixture, using specific vocabulary to describe how it feels. They recall the process well and show curiosity at each stage, for example as they add herbs. Some less-confident and less-verbal children do not have the same opportunities to express their ideas. Children are encouraged to solve mathematical problems, such as how to divide the dough equally.
- Staff make regular observations during children's focus weeks to share with parents. Parents are actively involved in their children's learning. Each month, they update information on children's current learning at home for staff to use in their planning. Staff identify children's next steps successfully to help children make the best progress possible.
- Children thoroughly enjoy hearing stories they have chosen. Staff engage them well, using a lively voice and encouraging their participation. Children keenly

move like different animals and make their sounds. They confidently finish sentences and offer their opinions when it is their turn. Staff question children well and encourage their imagination.

- Staff sensitively carry out care practices, such as changing nappies. They talk through the process with the children. Children are encouraged to be independent, for example to help redress themselves. They are consistently reassured and encouraged to develop these skills.
- Children are shown great respect. Staff give a five-minute warning before it is time to pack away so that children can finish their play or save their creations. Children behave well and are kind to each other. For example, children walk to the other side of the table and ask politely if they may have a turn with the spoon. They relish the responsibility of tasks such as watering the newly planted herbs.
- Staff at this fully inclusive nursery work well in partnership with other professionals, early years settings and local schools to ensure that children's needs are met. This particularly supports those children with special educational needs and/or disabilities and those in receipt of additional funding to achieve the best outcomes. However, staff do not consistently use the resources available to them to help children to remain focused during group activities and to follow daily routines.
- Staff regularly meet to reflect and review the appropriateness of activities, their approaches to teaching and the learning environment to ensure that they meet children's needs successfully. Staff are proactive in carrying out relevant research and training to improve their practice. Managers provide effective support to help staff to develop their professional skills, such as regular supervision meetings.

## Safeguarding

The arrangements for safeguarding are effective.

There is good security at the nursery, and parents comment that they know their children are safe. There are effective arrangements for the safe collection of children. Staff meet and greet parents and visitors at the main door and ensure that those collecting children are known and authorised adults. Managers monitor absences efficiently and understand their responsibility to keep children safe. Managers and staff attend regular training to ensure that they have a good understanding of the indicators that a child may be at risk of harm. They have a good understanding of the procedures to follow should they have a concern. There are effective recruitment and induction arrangements to ensure that staff are suitable for their role and understand their responsibilities.

## What does the setting need to do to improve?

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

- review the organisation of small-group activities to ensure that all children are included at their level of understanding
- ensure that the resources identified to help children settle and focus during nursery activities are consistently utilised.

## Setting details

<b>Unique reference number</b>	2518634
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10194549
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Bridgwater Young Men's Christian Association
<b>Registered person unique reference number</b>	RP905002
<b>Telephone number</b>	07977 808132
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Stepping Stones Nursery registered in 2019 and is owned by Young Men's Christian Association (YMCA). It operates from separate facilities at Court de Wyck Church School in Claverham, North Somerset. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm. The nursery employs four members of staff. Of these, three hold early years qualifications at level 3 and one holds an early years qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachael Williams

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager took the inspector on a learning walk where she talked about the curriculum and what she wants the children to learn.
- The inspector carried out a joint observation with the manager.
- Parents, staff and children were spoken to during the inspection, and the inspector considered their views.
- A range of documentation was sampled, including evidence of staff suitability checks.

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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