

Inspection of Stepping Stones Day Nursery

192 Leigh Road, Worsley, MANCHESTER M28 1LW

Inspection date: 29 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Some children do not make the progress they are capable of in this nursery. Leaders do not always ensure that staff have the skills and understanding of how to best support children's unique ways of learning. For example, some children enjoy playing with cars and lining these up. However, staff do not always effectively enhance children's experiences. Therefore, at times, some children play alone with minimal quality interaction from staff. That said, children arrive at nursery happy. They are pleased to see the staff and their friends.

Staff do not always have high enough expectations for children's behaviour during activities and routines. Consequently, children do not always develop positive attitudes to learning. They often become distracted. For example, at lunchtime, children play with the drinking water. This goes unnoticed by staff. As a result, some children spill water on themselves and sit in wet clothes. That said, children develop their independence skills as they serve themselves their lunch and practise eating with the correct cutlery.

Leaders have recently started to invite parents back into the nursery. Previously, they had been dropping their children off and picking them up from the friendly staff at the nursery door. This was in response to the COVID-19 pandemic as a measure to keep children safe and promote their good health.

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

- An incident recently occurred in the nursery where a child cut their hair with scissors. At the time, children were unsupervised as the staff member was attending to another child's personal care needs. Leaders have taken some action to ensure this does not happen again. Staff now support children to learn how to use scissors appropriately. Furthermore, there are now systems in place to ensure children are always directly supervised while using scissors.
- Leaders have set intentions regarding what and how they want children to learn. However, they do not always make sure that all staff fully understand how to consistently implement these. Staff ensure children have access to a variety of resources to play with. However, they do not always plan challenging and enjoyable opportunities that ignite children's curiosity. Therefore, some children are not ready for their next stage in learning.
- Staff introduce children to some new language through the use of songs and familiar stories at group time. However, staff do not always model the correct pronunciation of words to help children with their growing vocabulary. Furthermore, staff do not always encourage quieter, less-confident children to participate. Therefore, some children lose interest and become disengaged.
- Children have lots of opportunities to play outside. They use bikes and scooters

to practise their balance and coordination skills. Children have nutritious home-cooked meals. They learn how to keep their teeth healthy through regular brushing. Therefore, children learn some of the ways to keep themselves healthy.

- Children learn to share and take turns. They follow the nursery rules, such as walking inside. Children understand what makes them unique. Staff support children to learn about different cultures and ways of life. Children have lots of opportunities to visit the local community. They go on walks and visit the shops to buy ingredients for baking activities. Therefore, children learn about the diverse world around them.
- Leaders have some systems in place to support staff. Staff keep up to date with their mandatory training. There is an induction process in place for new staff, although this is not yet fully effective. Leaders do not check that staff thoroughly understand the most important policies and procedures before they start working directly with children, such as theirs and others roles and responsibilities. Therefore, staff are not fully prepared with the knowledge they need to support children to the highest level.
- Staff support children with special educational needs and/or disabilities (SEND) well. Leaders make referrals in a timely manner to other professionals. Therefore, children with SEND are making adequate progress.
- Parents share their views of the nursery. They comment their children are happy coming to nursery. Parents feel well informed about their children's personal care needs and learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a sufficient knowledge and understanding of safeguarding. They know the possible signs and symptoms of abuse. Staff understand how to correctly report concerns about the welfare of children to the nursery designated lead. There is a whistleblowing policy in place that is understood by staff. Leaders and staff understand how to correctly report concerns about other members of staff. There is an emergency evacuation procedure in place that is understood and practised by staff and children. Staff are trained in paediatric first aid. They correctly record accidents and report these to parents.

What does the setting need to do to improve?

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

	Due date

improve the induction process to ensure new staff have a thorough knowledge and understanding of the most important policies and procedures prior to them working directly with children	10/06/2022
implement effective training arrangements to give staff the skills they need to plan challenging and enjoyable experiences that support the unique ways in which children learn.	10/06/2022

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

- support staff to model the correct pronunciation of words to help children with their growing vocabulary
- improve opportunities during group activities for all children to participate and engage in good levels of interaction to extend their learning.

Setting details

Unique reference number	EY484087
Local authority	Salford
Inspection number	10233263
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 at time of inspection	1 to 4
Total number of places	45
Number of children on roll	65
Name of registered person	Stepping Stones Nurseries Limited
Registered person unique reference number	RP535314
Telephone number	01617994932
Date of previous inspection	13 February 2019

Information about this early years setting

Stepping Stones Day Nursery registered in 2014. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or higher, including one member of staff with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspector

Suzanne Fenwick

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 manager and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during children's free play.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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