

Inspection of Super Steps Nursery

38a Estcourt Road, Watford, Hertfordshire WD17 2PS

Inspection date: 8 July 2022

Overall effectiveness	Good
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 are excited to arrive at this friendly nursery. The enthusiastic staff greet children warmly and encourage them to join in the many activities they skilfully plan. Staff support children to start their day with a positive attitude. They use group time to explain the routine for the day and reinforce the rules of the setting.

Children demonstrate high levels of confidence in the nursery. Staff are skilled at introducing well-sequenced learning opportunities. For example, children name the various shapes they see in the sand tray. Staff support them in identifying their features before encouraging them to independently draw the shapes in the sand. Children engage well with visitors. They invite them to join in their play, pretending to make them delicious meals in their outdoor kitchen.

Children show high levels of curiosity. They demonstrate a deep interest in their changing surroundings. Staff consistently use children's observations to support their development. For example, when children find a spider in the garden, staff are swift to encourage learning. They introduce new words and encourage children to explore why the spider may have chosen to make a web on the water wall.

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

- Parents and carers speak highly of the manager and staff. They value the high-quality teaching opportunities their children receive. They value the guidance staff offer and the regular communication regarding children's development.
- Children are learning to manage risks in their play. Staff use age-appropriate methods to encourage children to develop a good understanding of staying safe. For example, staff encourage children to discuss potential hazards before playing on the climbing equipment.
- Children develop a good understanding of healthy lifestyles. They regularly remind their friends of the importance of drinking plenty of water on warm days. Staff encourage parents to support children's knowledge of healthy eating. They take it in turns to bring fresh fruit from home to share with their friends at snack time.
- The manager and staff work hard to establish effective means of communication with families. They use electronic journals to share information about children's daily routines. Parents attend regular consultation evenings. This is an opportunity to share detailed information regarding children's learning and establish methods to support children's development at home.
- Staff identify opportunities to measure the impact their teaching has on children's learning. For example, when children spot a butterfly, staff encourage them to discuss the story they enjoyed earlier in the day. Children recall the life cycle of butterflies and the different foods the caterpillar enjoyed.

- The manager completes regular appraisals on all staff. This enables him to identify training opportunities. The manager supports staff development well. He encourages staff to complete recognised childcare qualifications. Staff have comprehensive knowledge of how children learn, which supports children's development in the nursery.
- Children's transitions are well supported within the nursery. The manager has established professional relationships with local schools and shares information about children's progress. Children are well prepared for the routines of school. They manage essential hygiene routines independently and require minimal support in tasks, such as putting coats and shoes on.
- Children are developing a good understanding of appropriate behaviours. Staff take every opportunity to remind children of the rules and why they are needed. They consistently support children's understanding of the effects unwanted behaviour has on themselves and others. However, when children become upset or frustrated, staff are not always swift to support them in examining their emotions.
- Children enjoy a wide range of activities and resources within the nursery. Staff plan exciting group activities to support children of all abilities. For example, children explore a seaside sensory activity. Young children use magnets to select fish and identify their colours. Older children count and group various quantities of fish. However, staff do not always recognise when some children are disengaging in activities. They do not act swiftly in adapting their practice to meet children's changing needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have sound knowledge of the signs and symptoms that indicate a child could be at risk of harm. They know how to report any concerns to the correct authority and in a timely manner. Staff conduct regular risk assessments of all areas of the setting and supervise children well at all times. The manager has robust recruitment and induction processes in place. This supports staff knowledge of safeguarding and first-aid procedures from the start.

What does the setting need to do to improve?

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

- establish effective means of supporting children to explore and manage their emotions
- enhance coaching methods to support staff in identifying areas of development within their practice.

Setting details

Unique reference number	2515467
Local authority	Hertfordshire
Inspection number	10191849
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	66
Name of registered person	Hussain, Aamir
Registered person unique reference number	RP548687
Telephone number	075721 52194
Date of previous inspection	Not applicable

Information about this early years setting

Super Steps Nursery registered in 2019. It operates from a hall in Watford, Hertfordshire from 9am to 3pm Monday to Friday during school term times. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs eight members of childcare staff, one of whom has qualified teacher status and four hold appropriate level 3 qualifications.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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