

Inspection of Stepping Stones (Speedwell)

155 Whitefield Road, BRISTOL BS5 7UB

Inspection date: 23 August 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 Good

What is it like to attend this early years setting?

The provision is good

The new manager is working with staff to embed the curriculum to inspire children to achieve and grow. She has reflected on what was working well and not so well. She is making positive changes. This includes supporting staff to improve teaching for the children. She has also made improvements to how staff share information with parents. Staff add photographs to online systems and meet with parents more regularly. Parents comment that they now receive more information about what their children are doing and learning. The manager keeps staff and parents informed about ongoing improvements. She asks for their views to make sure any changes work well.

Babies join in with action rhymes and songs. They eagerly choose a toy from the box. They recognise a toy fish. They clap, make noises and sing along with staff, recalling favourite songs.

Outdoors, toddlers and pre-school children explore and experiment. Children attempt to balance planks on the tyres then stand on them. Staff talk with children about how they can balance the planks more safely across the tyres. Children and staff work together well. Staff offer a hand to hold as the children take turns to walk along the planks and jump off the end. Children are learning how to assess risks and keep safe.

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

- Staff understand the new curriculum and are starting to put it into practice. They encourage children to choose what they want to do. They gather information about what children like and enjoy and use this to plan activities. However, staff teaching is not as effective as it could be. Staff ask questions and talk with children as they play. But they miss chances to adapt activities to make sure they are sufficiently engaging or challenging to meet all children's learning and development needs.
- Babies form good relationships with staff. Staff respond to gestures as well as words. For example, some children hold out arms to be picked up so they can see out the window. Other children point at what they can see, naming car, van and bus. Babies name different toy animals and recognise the sounds they make. They know 'moo' and cow, 'woof' and dog. Staff repeat words and add new ones to help increase children's vocabulary.
- Children's behaviour is good. They concentrate during activities and share well. Staff talk with children and encourage their learning. However, staff sometimes miss opportunities to include quieter children as they are concentrating on the small group they are working with.
- Toddlers develop physical skills and use their imaginations. They use tools such

as rolling pins, moulds and shapers as they play with dough. They say they are making pizzas. They talk about the different toppings they like. Some children work out ways to pick up plastic tubes. They ask staff for help to fit the tube on some boxes to make a ramp for the toy trains to run down. Others use jugs to fill bottles with water. They tap the bottles to hear the different sounds. They eagerly go with staff to refill the jugs when they are empty. Children remain engaged and cooperate well with others.

- Staff encourage children's self-help and independence skills. In the baby room staff encourage children to try using cups with and without lids to help them get ready for the move to the toddler room. Older children have a go at putting on shoes to go outdoors. Pre-school children serve their own food and drinks at lunch time. Although staff tell children they need to put toys away ready for changes, they do not encourage this to happen. Some children continue playing or get frustrated when others try to put toys away when they still want them.
- Pre-school children recall learning and make connections. As they use plasters and bandages to make toy animals 'better', they talk about pets they have at home and visits to the doctor, dentist or pharmacy. Staff encourage children to explain and share their experiences. Children take turns telling their friends about when they needed medicine to make them feel better. They talk about using the thermometer to check if they have a fever. Staff support children to develop their ideas and thinking as they play.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They know who to go to and how and when to report any concerns they may have about a child's well-being. The manager makes sure that staff keep their knowledge about current procedures up to date through regular training. Staff carry out thorough daily checks of the different play spaces, indoors and outdoors, before children use them. They make sure they reduce or remove any hazards. The manager has good systems for recruitment and ongoing support for staff. She ensures staff remain suitable to work with children.

What does the setting need to do to improve?

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

- improve the way that staff take notice of and encourage children to join in activities
- make sure staff provide children with clear messages and support to help them care for their play spaces and manage their emotions
- improve how staff use planned activities to extend all children's learning and development further.

Setting details

Unique reference number	EY392108
Local authority	Bristol City of
Inspection number	10235300
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	38
Number of children on roll	47
Name of registered person	Little Acorns (South West) Limited
Registered person unique reference number	RP904196
Telephone number	01179 658241
Date of previous inspection	22 November 2016

Information about this early years setting

Stepping Stones Nursery registered in 2009. It is located in the Speedwell area of Bristol. The nursery offers care Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. There are nine members of staff working with the children. Of these, four hold appropriate childcare qualifications at level 3 and the manager holds qualified teacher status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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 manager, quality manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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