

Inspection of Stepping Stones Children's Nursery School Ltd

Woodton CP School, Norwich Road, Woodton, Bungay, Suffolk NR35 2LL

Inspection date:

7 December 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and have fun at this small, friendly nursery. They arrive eager to start their day and say, 'I'm here!' as they wave to their friends. Children settle quickly and go to explore the inviting activities. They spend time making play dough 'cookies' and show good control while using rolling pins and biscuit cutters to shape their dough. They decide to bake the cookies in pretend ovens and comment, 'They will be ready in ten minutes.'

Children confidently make choices in their play. They find their favourite dolls and dress them, then search the bookshelves for well-loved stories and 'read' them to their dolls. They solve problems in their play. For example, they link train tracks together and work out how many cars will fit inside a toy rocket. Older children play cooperatively as they mix natural ingredients to make 'cakes'. They listen to each other's ideas when deciding how much soil to add.

Children take an active role in the routines of the day. They are eager to be chosen as helpers. They wipe down snack tables and set out name cards. Older children help younger children pack away jigsaws. Staff are quick to notice and praise the children, which helps to support their self-esteem.

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

- Children make very good progress from their starting points. Staff plan a rich and challenging curriculum based around topics. They are committed to widening children's experiences by enriching planning with a range of trips. For example, children recently enjoyed visiting an activity centre and riding on an open-top bus.
- Staff and children have close, trusting relationships. Children show an abundance of affection towards staff, wrapping their arms around them and asking to climb on their knee. Staff treat all children with respect and kindness. They are quick to notice when children appear tired or hungry. Children enjoy playing alongside staff. They laugh and giggle as they roll giant baubles down ramps. They jump up and down with excitement when staff start to sing familiar action songs.
- Children benefit from playing outside and being active. They whizz around on tricycles and balance on beams. Staff demonstrate how to complete obstacle courses and children eagerly join in. Staff plan walks around the local area to further support children's physical development. For example, they walk with children to a local farm to see the animals.
- Children's behaviour is good. They show kindness to one another. For example, they ask if they can join in each other's play and settle down next to friends to share books. Children sit nicely during mealtimes and wait patiently for their turn.

to pour drinks. They say 'thank you' when other children offer them birthday cake.

- Children take an active part in number activities and songs. They sing a song about about 'five Christmas puddings' and shriek with delight when they are chosen to be shopkeepers. Children count backwards from five to 'blast off' toy rockets. Staff support children's mathematical development, for example, by naming shapes as they solve puzzles. Children expertly identify dark and light colours as they paint pictures.
- Partnerships with parents are good. Staff arrange opportunities for parents to visit the nursery and participate in activities. For example, they have recently organised literacy and language information evenings for parents. Parents report that their children love attending and are very happy at the nursery. They describe staff as 'kind, patient and caring'.
- Leadership is strong. The manager and deputy manager make an effective team. All staff work very closely together to improve outcomes for children. The manager prioritises professional development and staff benefit from regular supervision and meetings. As a result, staff report high levels of morale and enthusiasm for their role.
- Staff promote children's language development. They engage children in meaningful back-and-forth interactions, narrate what children are doing and ask them a range of open questions. However, staff do not always pronounce letter sounds correctly. This hinders children's early literacy development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding. They know the possible signs and symptoms of abuse and neglect and show an awareness of wider safeguarding issues such as county lines. Staff complete regular training and understand their responsibility to report concerns regarding the behaviour of adults. The manager uses regular meetings to test staff's knowledge of policies and procedures to keep children safe. Staff make sure the premises is clean, safe and suitable. They make thorough ongoing checks to ensure that the nursery environment remains safe for children to play in.

What does the setting need to do to improve?

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

- support children's language development by modelling the correct pronunciation of letter sounds.

Setting details

Unique reference number	EY397045
Local authority	Norfolk
Inspection number	10263756
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	27
Name of registered person	Stepping Stones (Childrens Nursery School) Limited
Registered person unique reference number	RP526683
Telephone number	01508482756
Date of previous inspection	11 May 2017

Information about this early years setting

Stepping Stones Children's Nursery School Ltd registered in 2009. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and two at level 3. The nursery opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helen Oakden

Inspection activities

- This was the first routine inspection the provider has 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 setting.
- The nursery manager and the inspector discussed how the curriculum is organised and implemented.
- Staff spoke to the inspector during the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector and the nursery manager carried out a joint evaluation of an activity.
- The inspector looked at relevant documentation.
- A number of parents provided verbal feedback to the inspector and the inspector took account of their views.

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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