

# Inspection of Stepping Stones Day Nursery

135 Wood Lane, Rothwell, Leeds LS26 0PH

---

Inspection date: 31 January 2023

**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**

Children benefit from high-quality care and learning at this homely setting. They develop secure and trusting relationships with staff who care for them. This helps children to feel safe and secure. Children become absorbed in their learning and show good creative skills. For instance, toddlers stomp through trays of various coloured paint and make different patterns on large sheets of paper on the ground. They explore a range of textures, such as flour and sand. Babies make dough and join in with baking activities, such as adding oats, banana and syrup together.

Older children show excellent thinking skills as they explore a wide range of different fruits, such as lemons, limes and melons. Children eagerly talk to staff and guess what they might see inside. They join in with conversations and think of ways that they might cut up large pieces of fruit like watermelons. Children develop an excellent range of vocabulary. They enthusiastically join in with stories and songs. Children finish off sentences with rhyming words and talk about what they think might happen next. This helps to develop children's communication and language skills.

Children show that they behave very well. They listen and respond to instructions given. Children are keen to help with tasks, such as helping to set up the table ahead of mealtimes. They show an eagerness to help others and show high levels of confidence when they are rewarded with a special pom-pom for their efforts. This helps to promote children's self-esteem.

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

- The dedicated and ambitious manager demonstrates an excellent understanding of what it is that she wants children to learn. She has high expectations for all staff and children. The curriculum is designed to offer all children an appropriate level of challenge to help develop essential skills for future learning. The manager works closely with the knowledgeable staff team to review and make necessary changes to the curriculum, according to the needs and interests of children.
- Partnership working with parents is a key strength of this setting. Parents speak very highly of the care that their children receive and are involved in all aspects of nursery life. They participate in the evaluation of the setting through questions and comments, including nominating staff for an 'employee of the month' award. Parents are provided with home learning tasks to help continue their children's learning at home. An example of this is parents are provided with gingerbread snacks and recipes, which their children enjoyed doing at nursery.
- Staff take children on outings to the local library and supermarket. Children experience using public transport and show a preference for being outdoors.

Older children complete science experiments, such as adding sweets to fizzy pop and watching as the pop fizzes and erupts. Children play on bikes and navigate the space around them. They show good physical skills as they are able to stop and start when instructed. However, the manager recognises that the garden needs some improvement work in relation to creating a more inviting and welcoming space for children to extend their learning even further outdoors.

- Children benefit from a wide range of healthy choices during mealtimes. They follow good hygiene practices and talk about the importance of washing away germs. Children use tissues to wipe their noses and wash their hands regularly. They are able to access fresh drinking water. This helps to promote children's understanding of how to lead a healthy lifestyle.
- Overall, children are motivated to learn and remain engaged in their play and learning. However, staff do not ensure all children are supported to join in and sustain an interest during group times, particularly for younger children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate an excellent understanding of safeguarding practices. There are clear and detailed policies in place to help ensure the safe and efficient running of the setting. Staff complete regular training. The manager reviews staff's understanding of safeguarding matters through regular quizzes, supervision sessions and staff meetings. There are clear recruitment and induction processes in place that help to ensure staff working with children are suitable to do so. Staff are aware of the setting's whistle-blowing procedure and the steps to follow in the event of an allegation against staff.

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

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

- enhance the outside area to create an inviting and purposeful place to continue to build on children's independence and exploratory skills
- review group times for children to ensure all children remain deeply engaged in their learning, particularly for younger children.

## Setting details

<b>Unique reference number</b>	EY403285
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10275093
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Stepping Stones Nurseries Limited
<b>Registered person unique reference number</b>	RP535314
<b>Telephone number</b>	01132 822038
<b>Date of previous inspection</b>	19 December 2017

## Information about this early years setting

Stepping Stones Day Nursery registered in 2009. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or higher, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Allison

## 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 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.
- Staff spoke to 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023