

Stepping Stones Redhill House

Inspection report for early years provision

Unique reference number EY368373
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Inspector Ann Coggin

Setting address Stepping Stones, Redhill Road, STOCKTON-ON-TEES,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Stepping Stones Redhill Nursery opened in 2004 and was operated by Sure Start. The Pre-School Learning Alliance took over the registration in July 2008. The nursery operates from four activity rooms within Redhill Children's Centre in the Roseworth area of Stockton-on-Tees. All children have access to enclosed outdoor play areas. It is open each weekday from 07.30 to 18.00 52 all year round, except for bank holidays.

The Nursery is registered on the Early Years Register and the and the compulsory and voluntary parts of the Childcare Register. A maximum of 75 children may attend the setting at any one time. There are currently 90 children aged from eight weeks to under five years on roll. The nursery supports children with disabilities and children who speak English as an additional language.

There are 15 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) at level 2. The manager and one of the deputy managers are completing an early years foundation degree. The nursery receives support from the local authority and the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are valued within the setting and settle well due to the staff's good understanding of each child's individual needs. Children play and learn in a conducive, stimulating and harmonious environment which promotes their learning well. There is a well established system in place ensuring that all children, including those with disabilities and learning English as an additional language are included well in the wide range of activities provided. Parents and carers are happy and confident about the quality of care and support their children receive. Regular self-evaluation by the manager and staff team ensures that changes can be made to the service being provided, to promote good outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of the outdoor area and provide equipment and resources to ensure they are challenging and interesting to all children
- develop the information given to parents regarding the nursery.

The leadership and management of the early years provision

The manager of the nursery has a committed approach to ensuring children experience a stimulating, welcoming environment that enables all children to make progress in the Early Years Foundation Stage (EYFS). She is enthusiastic in her approach and provides an excellent role model for her staff, who are motivated and keen to promote each child's development to their full potential. Regular team meetings and the key person approach ensures all staff are fully aware about children's individual needs and enables them to plan activities to address children's interests. Planning is detailed and covers the six areas of learning. Staff use information from their ongoing assessments of children well to plan a wide range of interesting activities that delight the children.

There are robust procedures in place to ensure staff suitability, which include thorough recruitment and vetting procedures and induction. There are effective written risk assessment which are reviewed regularly and written daily safety checks are carried out by staff. Staff have a commitment to further their professional development through training and attending courses, such as the Early Years Foundation Stage, first aid and food hygiene. This has a positive impact upon children's well being and development. Safeguarding procedures are secure as all staff have attended training and risk assessments are carried out on a regular basis with daily safety checks undertaken to protect the children and keep them safe. Self evaluation is good and staff liaise well with external agencies for advice and support for addressing the range of children's needs.

Parents are involved with their children's learning, from the initial visit to settle the child into the nursery to the time they leave. Parents are welcome to stay with their child for as long as it takes for the child to feel secure in the new environment. Each child has a key person who records observations and makes assessment both of which are shared with the parents. Children's daily routines are shared with the parent on daily sheets and through verbal discussions. The notice boards around the nursery, the comprehensive policies and procedures and information through regular newsletters ensure parents are kept fully informed. Parents receive general information about the nursery chain and what the nursery has to offer, however information about the individual nursery is not in place.

The quality and standards of the early years provision

Children are provided with a wide range of interesting activities. All the children attending the setting enjoy and actively participate in the full range of activities provided. The babies are calm and have bonded well with staff which is demonstrated by some of the babies reaching out to staff for cuddles and prompts to be held. The resources and activities are clean, well maintained and are used well to care and promote the learning of the children. For example, there are soft comfortable toys and equipment that are suitable for younger babies and children which are used well to stimulate children's learning. Staff use their observations of the children's learning, their knowledge of children's interests and choices of equipment and resources to plan future activities.

Staff's enthusiastic approach encourages children to try new experiences and develops their understanding about the world they live in. Children show enthusiasm when playing in the peat, as they plant seeds in individual pots, learning about what plants need to grow and enjoy spraying their seeds with water. They thoroughly enjoy mixing water to the peat in the large tray outdoors to make mud pies. They love to play outside and put on their raincoats and wellington boots so they can splash and dance in the puddles laughing and giggling with each other as they get wet. All children have many opportunities to make marks on chalkboards, paper and paint, both indoors and outdoors. They are able to recognise their names from their coat pegs, with a picture of themselves as a visual aid. A self registration tree is in place for pre school children and the use of both pictures and labels on storage containers helps children learn print carries meaning. Children are able to enjoy physical exercise throughout the session. They ride bikes, climb, play bat and ball with the babies having opportunities to crawl, pull themselves up and use sit and ride toys. However, equipment and resources are not challenging and interesting to all children. Staff consistently manage children's behaviour well. As a result, behaviour is good. Children get on well with each other, cooperate well during group activities and enjoy each others company. Children are able to sit calmly at the table and wait patiently for their lunch.

Children follow good hygiene routines and are encouraged to wash their hands before and after eating, using soap and paper towels. They learn about germs, for example, when a child's fork fell on the floor at lunch time, a member of staff told the child that it may be dirty and he will need to use a clean one. Children are well protected against cross infection. Children who sleep during the day have their own bedding which is washed daily. These procedures, together with thorough nappy changing routines, such as staff wearing gloves and aprons, fully support children's well-being. Children have a balanced diet throughout the day, having plenty of fresh fruit and vegetables. Dietary needs are recorded and all staff and the cook are made aware of children's individual needs to ensure children are not put at risk. Children's safety is of paramount importance at the nursery and many measures are in place to promote their safety. All visitors are identified on the CCTV camera before being allowed entry to the nursery and are asked to complete the visitors' book. All parents enter the nursery and collect children from the individual rooms, preventing any children leaving unattended.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met