

Giant Steps Nursery

Inspection report for early years provision

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Inspector Jacqueline Munden

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Giant Steps Day Nursery opened in 2007. It is a privately owned setting that operates from a purpose-built building at the children's centre in the grounds of Trafalgar School in Downton, near Salisbury. There is an enclosed outside area available for outdoor play. The nursery is open from 8am to 6pm each week day for 51 weeks of the year. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged under eight may attend at any one time. There are currently 64 children on roll of whom 61 are in the early years age range. The setting also provides after school care and holiday care for children from the local area.

The nursery welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language. It is registered to accept children in receipt of funding for early years education. There are 11 members of staff working directly with children of whom, 7 have and 4 are working towards a minimum Level 3 childcare qualification. The nursery also employs an administrator and a cook. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this extremely warm and nurturing environment where all aspects of their health and welfare are promoted successfully and they are all fully included. The excellent organisation of the nursery and implementation of very effective systems, policies and procedures ensure the safe and smooth running of the setting. Partnership forged with parents, carers and other agencies involved in children's care is a key strength, and is significant in making sure the needs of all children are met, including those with any additional support needs. Regular, rigorous, self-evaluation makes sure that priorities for development are identified and acted on resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing the written system used to record observation, assessment and planning to show parents and staff the intended learning outcomes of the next steps planned for children's learning and the activities planned for those children that only attend after school.

The effectiveness of leadership and management of the early years provision

The outstanding leadership and the effective tiered management structure of committed staff ensures children are safe and secure as their well-being is at the heart of all they do. Children are extremely well safeguarded due to rigorous and robust recruitment and vetting procedures ensuring that all adults are suitable to work with them. All staff are very clear about the procedure to follow should they have a child protection concern regarding a child in their care. Effective induction, regular appraisals and regular training opportunities ensure staff continually update their knowledge and good practice. An appointed health and safety officer ensures that risk assessments are used throughout the premises so that possible hazards are identified and dealt with. All required documentation is in place, well organised and easily accessible allowing the safe and smooth running of the setting. A comprehensive range of policies and procedures underpin the setting's extremely good practice. They are monitored and updated regularly, and parents can refer to them easily.

The extremely strong emphasis placed on working cohesively with parents, carers and other professionals ensures children's individual needs are met at all times. Highly effective communication systems ensure parents have time to share information when children first start at the nursery, at planned meetings throughout the year and on a daily basis. This is achieved through discussion, completing initial child profiles and daily sheets. Parents enthuse greatly about how they value the quality of the staff team, the vast expanse of activities their children participate in and the care and sensitivity taken when moving children from one room to another; they feel totally included in the decisions made and enjoy having free access to their child's development records. However, the plans of activities displayed for them to see, do not show what is planned for those children attending after school. The setting has excellent procedures in place to liaise closely with other early years settings that the children attend. They value and respect everyone's knowledge of individual children's learning to maintain a consistent approach. Equality and diversity is highly promoted. Staff are well able to help children who find learning more difficult or who may need extra help, for example, in learning to speak English. Staff liaise with parents frequently and make very good use of external agencies so that they can provide consistent support for children who need it. For example, Makaton is used to support children with speech difficulties. Staff secure help from the local children's centre to support children with particular needs. Children benefit greatly from a fully inclusive, vibrant environment which is superbly organised and resourced providing stimulation and challenge to each child both indoors and outside.

There are highly effective monitoring and evaluation systems in place to ensure that excellent quality care and education is provided at all times. Management and staff continuously reflect on what they do, parents are invited to comment and attend meetings and children are encouraged to be involved in all aspects of the setting. Regular meetings and visits with other early years settings and local schools provide opportunities to share good practice and monitor their own provision. Staff are committed to improving their skills to all benefit children. For

example, training in playwork to ensure those attending the after school club are appropriately cared for. All staff are currently involved in working towards a recognised childcare accreditation scheme. This on-going outstanding commitment demonstrated by management and staff results in continuous improved outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children in all three of the rooms in the nursery are very settled and benefit greatly from opportunities to meet with each other throughout the daily routines. Their individual needs are met extremely well as enthusiastic and attentive staff ensure that a vast range of appropriate play equipment is accessible to each and every one of them. A very high emphasis is placed on children learning outdoors. All areas of the curriculum are available in the garden and resources to promote these are available to all ages of children which meets their developing needs. Staff recognise children have different learning styles and use effective strategies to encourage all to be involved. For example, boys develop mark making skills as they use paint brushes and water to write their names on the paving outside. Children with learning difficulties and or disabilities are supported extremely well. They benefit from the additional one to one support and the activities planned for them by staff in conjunction with other professionals linked to their care. Full use is made of the children's centre and its facilities such as the sensory room for all children attending the nursery.

Babies in the Pixies room, happily separate from parents and carers on arrival as they feel safe and secure with the very caring staff with whom they develop close relationships. For example, staff hold them when being bottle fed. Their individual care routines are met extremely well as required by parents. As well as freely exploring sand and water in their own outdoor area, the Pixies benefit from a daily outing to collect children from the local school. They are safely secured into pushchairs and enjoy the experience of fresh air and socialising with others. Babies have many opportunities to develop the skills they need to stand and walk. Children respond well making sounds and saying first words as staff engage them talking and singing as well as through eye contact and gestures. When confidently moving around independently, children move to the Gnomes room where they experience even greater opportunities to further develop their mobility exploring a larger outside play area as well as the easily accessible resources indoors. They excitedly take part in music and movement activities helping them to control their bodies and build muscles. They laugh and sing as they jump and stretch raising and lowering the parachute and waving ribbons to music. A wide range of books are available which children enjoy when read to the small group or independently sitting in the 'nook'. Children are learning to use numbers as they count objects in the book.

Older children bound in to the Elves room with great enthusiasm, eager to join their friends and play. From the moment they enter the setting children are encouraged to be independent and develop skills for the future. They self-register, take their outdoor shoes off as they come indoors and serve their own drinks and

snacks. They are familiar with the routines of the session and take it in turns to help with some such as preparing fruit for snack. This helps develop a strong sense of belonging and makes them feel valued and included. Staff make exceptionally good use of every opportunity to help children learn in practical ways both in and outdoors. For example, the daily task of feeding the guinea pig is a simple but extremely effective ways of helping children understand the need to care for living things and to keep themselves healthy through learning hygiene routines after handling them. Children's learning is extended through their interest such as a planned visit to a local vet with the guinea pig. On returning to the nursery, they make the home corner into a vet surgery. Many children write their names on art work and use numbers confidently when counting. Children use the bright and easy to use keyboard at the computer as they use a range of programmes that promote all areas of learning. Children demonstrate extremely good manners and consideration of others as they play and take turns. Children learn about others very well as they use an extensive range of resources that promote positive images of all people in society and to respect other children in the setting which all helps prepare them for future life.

A strong focus on ensuring children's good health echoes throughout the nursery. From the constant use of the outdoor areas to ensure children have lots of fresh air and exercise to food and drink they are offered each day. Children thoroughly enjoy a wide and varied menu of freshly prepared and cooked meals of locally sourced produce. The cook, who is committed to providing healthy and nutritious foods, ensures children's individual dietary needs are met. Children talk about what is good for them to eat as they eagerly select from a selection of fresh vegetables and fruit at snack time. Children learn to try new foods as they are provided with freshly made poppy seed and Mediterranean breads. Children understand they need to wash their hands before eating and after handling the guinea pigs. They are learning to wipe their noses and to dispose of the tissue appropriately.

Children learn effective strategies to keep themselves safe in ways suitable to their age and development. They are reminded to use tools such as scissors appropriately, sitting at the table. Children take part in regular fire drills and learn road safety on outings. They learn to take calculated risks through their normal play. For example, when riding a bike down the grassy slope. The after school club cares for children in the Early Years Foundation Stage age range. They enthusiastically join in activities already in full flow when they arrive or quickly devise their own. They have a positive impact on the other children as they proudly demonstrate their skills as they read stories to them.

All children flourish and make very good progress in all aspects of their learning and development. An extremely effective key person system ensures excellent use is made of information received from parents in order to ensure children are happy and settled and their needs met at all times. Staff keep good records about the children and the progress they make, and constantly plan how to extend this further. However, the planned next steps recorded in children's development folders do not always show the intended learning outcome.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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