

# Stepping Stones Day Nursery

224 Canterbury Road, Urmston, MANCHESTER, M41 0QF

<b>Inspection date</b>	22/08/2013
Previous inspection date	09/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Safeguarding children is given a high priority by the manager. Therefore, all staff know how to proceed should there be a concern regarding a child in their care.
- Staff demonstrate a good understanding of the learning and development requirements. As a result, children make good progress given their starting points.
- Children develop healthy habits because staff offer nutritious meals and children engage in a good variety of activities that promote healthy lifestyles, such as, growing their own fruit and brushing their teeth.
- Staff work well with parents. They use effective systems for communication, which ensure that parents are involved in their child's learning.

### It is not yet outstanding because

- Staff do not always give children sufficient time to respond to questions. Therefore, they do not fully maximise opportunities for children to solve problems themselves.
- Children take part in some planned activities, such as, discussions about emotions within the sensory room. Therefore, they occasionally become distracted by the other resources. This does not ensure that children fully engage with some activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the premises and held a meeting with the manager.
- The inspector observed the staff's interaction with the children and completed a joint observation with the deputy manager.
- The inspector ensured the views of parents were taken into account by discussions and looking at completed questionnaires.
- The inspector looked at some paperwork, including, children's development records and the nursery's policies.

## Inspector

Karen McWilliam

## Full Report

### Information about the setting

Stepping Stones Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted detached premises in the Urmston area of Manchester, and is managed by a private provider. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs five members of child care staff. Of these, all staff hold appropriate early years qualifications at levels 2, 3 and 4.

The nursery opens 51 weeks a year from Monday to Friday. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- develop the educational programmes for mathematical development by consistently allowing children to respond to questions, in order to maximise opportunities to support children to solve their own problems
  
- enhance opportunities for children to engage with activities by minimising distractions during planned activities.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children enjoy a wide range of activities that cover the required areas of learning well. Prior to admission into the nursery, staff obtain information from parents about each child's background, starting points and needs. For example, parents complete 'all about me' forms and have informal discussions with staff. This ensures staff know the children well as they are settling-in. Staff throughout the nursery regularly observe children as they engage in a good balance of adult-led and child-initiated activities. They then use this

information to plan the next stage in their learning. As a result, planned next steps for children are meaningful and relevant. This ensures that activities are differentiated for each child and ensures they are challenging and extend the learning and development of each child. Systems to assess children's progress are robust. Staff complete the required progress check at age two, when required, and all children are individually tracked across the seven areas of learning. Furthermore, staff complete a progress report every six months for each child and ensure parents receive a copy. In addition, the nursery manager regularly monitors every child's progress. Therefore, she has a good overview of the group's progress and any gaps in individual children's learning or groups of children, are identified and addressed. As a result, all children make good progress given their starting points.

Children are active talkers who are keen to communicate. They confidently approach visitors and engage them in conversation. For example, while children are painting outdoors they call visitors over to look at their work and explain that 'they have made purple' by mixing colours. Staff constantly interact with children and skilfully question them with lots of open-ended questions. For example, children are asked 'what are you making' and 'tell me about your picture'. As a result, children competently describe the flowers and trees they are drawing. Regular story and song sessions also contribute to children developing a good acquisition of language.

All children have good access to mark making tools indoors and out, such as chinks, pencils and crayons. Children sit and chalk on the floors outdoors and the older children create pictures on the wall mounted board outdoor. Staff skilfully support children to recognise and sound out the letters of their names. As a result, children draw lines and circles, begin to form letters and write their names. Regular phonics sessions also support children to develop good literacy skills. Overall, children's mathematical development is supported well through a range of planned and self-chosen activities. All staff routinely use mathematical language in play. Staff ask children to pass them 'three pink balls' or 'how many have you got' as children play with the balls. Although, staff do not always give children enough time to reply before the staff answer for them. Therefore, they do not consistently maximise opportunities for children to solve problems themselves. Children learn about numbers and counting as they play hopscotch outdoors with staff. They learn about shape and size as they construct tall towers with crates and draw squares on the floor. Children's self-care skills are well-fostered throughout the nursery. For example, children in the pre-school room are encouraged to get themselves dressed for physical education and they serve their own meals and show concern for their friends when they pour them a drink when the weather is hot. Sensory exploration is promoted well by the staff. Children enjoy the feel of cornflour and water, play-dough and 'snow'; there is also a range of natural resources, including, logs. Children talk about the feel and smell of the different experiences. In addition, staff have recently set up a sensory room where children explore a range of sounds, textures and lights or relax and watch the fish. The staff also use this room for circle time and adult-led activities with the children. However, occasionally the resources within the new sensory room can distract children, because they would rather explore their new environment. As a result, they do not always engage with planned activities, such as, learning about emotions.

A good range of small world and role play resources provide children with opportunities to

try out different roles, such as, shopkeeper. Children enjoy playing in the home corner making each other sandwiches and discussing the fillings. Equality and diversity is well-promoted. An adequate range of resources, such as, dolls and pictures and images that positively portray diversity are displayed around the nursery. Furthermore, children take part in a wide variety of festivals, such as, Eid and Christmas and have opportunities to taste foods from different cultures. Therefore, children develop an awareness and understanding of the diversity of the world in which they live. All the children access the outdoor area at least twice a day where they play on a good range of equipment to support their physical development. For example, children develop strong muscles as they play on the wheeled toys or run around in the ample space. These activities support children well to acquire the skills necessary for school.

### **The contribution of the early years provision to the well-being of children**

Individualised settling-in procedures ensure that children settle into the nursery well. The staff team are good role models for the children. They have created a warm and reassuring environment where they form strong attachments with the children. As a result, children are happy and content throughout the nursery. They interact positively with adults and other children, which supports them to make friends. The key person system works well supporting children's confidence and liaising with parents to ensure their wishes are valued, such as following familiar routines from home.

There is a good range of well-maintained, safe and age-appropriate resources for children to enjoy both indoors and outside. These are stored within easy reach of the children. Staff conduct a daily check of the premises to ensure it is safe for children to explore. Older toddlers and pre-school children demonstrate their growing awareness of safety as they walk up and down the stairs carefully. Children demonstrate they feel safe by confidently playing and exploring in the nursery environment. Generally, children are well-behaved because staff implement consistent strategies and offer children explanations and lots of praise and any minor quarrels are quickly resolved and are handled sensitively and positively by staff. As a result, children learn the behaviour expectations of the nursery.

Children's health is effectively promoted by the nursery. Staff ensure menus are healthy and discuss the benefits of healthy eating and regular exercise with children. In addition, children grow their own fruit and vegetables which they water and care for and eat once they are ready. As a result, children eat well-balanced and nutritious meals and begin to develop healthy habits. Children suitably begin to manage their own personal care needs. Young children begin to feed themselves and older children use their cutlery competently. Staff ensure that all children have access to the large outdoor area at least twice a day, as part of a healthy lifestyle. Therefore, children benefit from regular fresh air and outdoor activities.

Once children are ready to move onto the next stage in their learning, such as, school there are good arrangements in place to support them. The children's transition records are shared with schools and the staff ensure they speak to every child's teacher. This helps children to have a smooth transition into their new setting and ensure that teachers

are well-informed to support their individual needs.

### **The effectiveness of the leadership and management of the early years provision**

Safeguarding procedures on the day of the inspection were good. Several policies and procedures had been introduced or reviewed and improved, including, a sleep safe policy and safeguarding policies. All members of staff have attended child protection training and have a very good understanding of safeguarding children. All staff were very clear about the procedures they would follow if they had any concerns regarding a child in their care and the procedure they would follow if there was any allegations of abuse regarding the adults of the nursery. All staff were aware of the possible indicators of abuse and knew where the phone numbers are located should they need any advice and support. In addition, all staff have had the required enhanced checks to ensure they are suitable to work with children and accidents are suitably recorded and parents informed. Risk assessments are used robustly to monitor the premises and ensure it is safe for children to play and explore in.

The leadership and management of the nursery have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Most staff are trained to administer first aid. Therefore, there is always a first aider on-site when children are present. Medication forms are maintained and signed by parents. The manager monitors the performance of staff through regular appraisals. This ensures that staff are supported, reflect on their practice and training needs are identified. Systems to monitor the educational programmes are effective. Therefore, planned experiences for the children are challenging, stimulating and age and stage appropriate.

The manager and staff team share a clear vision and commitment to maintaining a good standard at the nursery and ensure the views of parents and children are valued and included in the process. Staff use consistent and continual self-evaluation to drive forward improvements that benefit the children the most. For example, at the request of parents daily diaries were provided to improve the information parents receive regarding their child's day at nursery and the outdoor area has been targeted for improvement to further support children's physical skills.

Partnerships with parents are a strength of the nursery. Parents state they feel involved in their child's learning and are extremely complimentary of the nursery and the staff. They say they feel very supported and have peace of mind while they are at work because the staff genuinely care about their child and know them well. Parents feel they are fully informed about their child's day through informal chats at the beginning and end of the day. The manager has implemented many ways to establish and maintain relationships with parents. Parents regularly take their child's development records home, they are invited to open nights and regular parents evenings and parents receive regular newsletters and up-to-date topic letters.

Staff have a good understanding of the advantage of liaising with other early years providers and local schools. This gives staff the ability to meet children's individual needs and ensures that there is continuity in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY321200
<b>Local authority</b>	Trafford
<b>Inspection number</b>	915392
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	33
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Shabina Kausser Mughal
<b>Date of previous inspection</b>	09/12/2009
<b>Telephone number</b>	0161 748 2548

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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