

Giant Steps Nursery

Giant Steps Nursery, Breamore Road, Downton, SALISBURY, SP5 3HN

Inspection date	26/02/2014
Previous inspection date	05/07/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- There are good relationships between children, parents and staff. Consequently, children settle well and form close bonds with welcoming and caring staff.
- Parents are well informed about the setting and activities on offer, and are engaged in their children's learning.
- Children's moves through the setting and on to school are well supported.
- Children behave well due to positive and consistent behaviour management by staff.

It is not yet good because

- Systems to observe and assess children's progress are not regularly updated and do not take account of children's next steps or current interests.
- The provider does not monitor staff effectively, so the quality of teaching is variable across the setting.
- Adult-led activities are more frequently on offer to children, rather than child-initiated play occurring through children's independent choice of activities and resources.

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 observed activities in all nursery rooms.
- The inspector held discussions with parents, staff and children.
- The inspector spoke with the provider.
- The inspector sampled a range of documentation that included children's files, policies and recruitment records.

Inspector

Sarah Waite

Full report

Information about 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 nursery 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. The nursery receives funding for free early education for children aged three and four years. There are 11 members of staff working directly with children; seven of these hold appropriate early years qualification to level 3. Another member of staff is working towards a qualification to level 3. The nursery also employs an administrator and a cook. They receive support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that regular and precise assessments of children's learning are recorded so that planning for children's next steps is based upon their different interests and learning styles
- improve systems to monitor the quality of teaching to ensure staff interactions help children learn and to provide a better balance of adult-led and child-initiated learning so that all children make good progress.

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

- improve opportunities to develop children's learning through using their interests to motivate them and extend their learning

Inspection judgements

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

The nursery is welcoming and staff have formed good bonds with children and their parents. Children are settled, happy and enjoy a variety of resources that are changed

during the day by staff. Parents are well informed of dates and activities on offer and are involved in their child's learning. They are asked to keep staff informed of their child's progress at home, for example if they are now able to manage the stairs by themselves. Staff involve parents in a long-term project on bees, providing seeds to take home to grow and nurture with their child. Parents view their child's learning journey files that are easily accessible outside each room within the setting. There are regular information meetings, and opportunities available to parents to talk with their child's key person at parents' evenings.

Children at the setting develop appropriately for their age, but assessment of this progress is basic. Observations are not regularly made and children's next steps are rarely included in planning or followed up to ensure their progress. Activities planned are not based on children's needs or interests. For example, staff do not use children's interest in vehicles to enhance their learning during a planned tracing activity. When children show an interest in finding out more information about insects, staff do not effectively encourage their interest. For example, staff offer to look up information with a child in a book or on the computer the next day. This means that staff do not follow children's lead to motivate and inspire further learning. These missed opportunities result in the lack of development of children's natural curiosity.

Children have a variety of resources available but do not always pick out activities for themselves. There is a heavy focus on adult directed play. Children play with activities set out by staff, such as dinosaurs or an adult focused art and craft activity. Activities are changed after lunch, as staff put out dough or dolls and blankets. This results in staff rarely promoting child-initiated to extend children's learning. For example, a child plays alone making a model with construction bricks. He uses mathematical language spontaneously during his play. Another child makes tracks in the mud with his vehicle in two different locations in the garden. Opportunities for assessment and observation of children's learning during these activities are not used by staff, who sit with children at planned activities. Consequently, staff do not consistently enhance children's language and learning through their play.

Babies are occupied through sensitive adult support. During a foam activity, staff make them laugh as they explore the malleable material, clapping hands to make the foam float in the air. Babies are encouraged to touch and explore the foam. Staff encourage those who do not initially enjoy the new texture, sensitively helping them to explore. This helps to ensure babies develop confidence to try new activities using staff as a secure base for their exploration. Some babies show an interest in climbing; however there is a lack of suitable equipment supplied for this purpose. However, babies are well supported outside to develop physical skills as they run down a mound holding hands with an adult.

Some staff are able to develop children's learning within their key groups effectively. Children spend time planning a planting activity with a staff member. They discuss the reason for planting flowers, linking their activity to the planned theme and learning outcomes. However, staff are inconsistent in their ability to help children make progress through activities. Another key group is left to trace bees without adult support. The children question whether bees turn into butterflies. When children ask staff about their ideas, staff suggest looking in a book later rather than using the opportunity as a relevant

and timely learning experience. As a result the quality of teaching does not always offer sufficient depth or challenge to all children.

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

Staff provides a nurturing environment for children to grow and develop. Children form close bonds with staff due to supportive interactions. During mealtimes the children from the toddler room join older children to eat their lunch in the pre-school room. The garden is available to all rooms so children and staff mingle during outside activities. As a result staff and children know each other well. In addition, staff promote positive behaviour consistently throughout the nursery, and consequently children are very well behaved and play cooperatively.

Staff ensure that children are supported during their move between nursery rooms effectively. Toddlers, who are due to move up, spend a few afternoons in the pre-school room. Initially they are supported by their key person during these visits, but children are soon comfortable in their new environment.

Children are kept safe within the setting. During play, staff allow children to take considered risks while ensuring their safety. This means that children learn to keep themselves safe while being independent. For example, a baby is allowed to carry out a climbing activity using a suitable toy box. He uses the sides of the box for support with obvious enjoyment. A staff member sits nearby encouraging him whilst ensuring she can offer support should it be required.

Care routines for children are good. During nappy changes staff adhere to effective hygiene practices. In addition, staff engage children during care routines through discussion and games such as finding their noses. Staff are aware of procedures to be followed if they need to administer medication. Parents are well informed in the baby room of care practices through the use of a home setting book. The book lists times of nappy changes, food eaten and activities that babies have enjoyed taking part in. This ensures parents are kept well informed about their baby's daily routine. Babies are well cared for during their nap times through the presence of a staff member at all times. Older children from both the toddler and pre-school rooms join the babies for a sleep if they still require it. This means that children's individual care needs are met.

Meal times support children's social development. Babies sit together with staff and are encouraged to help feed independently. Parents are consulted when babies may be ready to move onto more lumpy foods. Staff work with parents to help babies meet this next developmental milestone. Children and adults sit together during lunch times in the pre-school room. This encourages positive interactions between adults and children during this social occasion. Menus are healthy and nutritious. The services of a dietician have been engaged by the manager to ensure all food offered to children meets their growing needs. Children develop independence skills through pouring their own drinks. Children with allergies are catered for effectively will still ensuring they can join their friends for meal

times, because their needs are effectively met.

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

The provider constantly aspires to improve her setting. This is achieved through identifying areas for improvement, such as a new role-play area or working with parents to read to children at night. The setting also takes part in a quality assurance scheme. However, systems to monitor staff practice are not fully effective and consequently, the quality of teaching is variable. In addition, systems to collate observations and assess children's progress are inconsistent. As a result, improvements do not always ensure the progression of children's learning and development needs. The setting involves parents in self-evaluation through the use of regular consultations and questionnaires. For example, parents were consulted over ideas to changes for snack. Their views and preferences were adopted resulting in snack being a very sociable experience for the children.

The provider understands her responsibility in meeting the safeguarding and welfare requirements. Staff have a sound understanding of what to do if they are concerned about a child in their care. Risk assessments are completed to ensure children play and learn in safety. Recruitment procedures have been improved to ensure that students and new members of staff have a thorough induction process. The manager has completed a 'recruiting safely' course. In addition, staff meet regularly with the manager during supervision meetings. However, the manager rarely observes teaching provided to children formally. This means that inconsistencies in the quality of teaching are not addressed and staff do not always follow children's interests. As a result children are not supported effectively in their learning and development across all areas of the setting.

Staff help children prepare for their move to school. Regular visits to a variety of schools that children will attend take place and children's new teachers are invited to the setting. Partnership with parents is a strength of the setting. They are happy with the care provided and are well informed about their child's day.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY406353
Local authority	Wiltshire
Inspection number	822542
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	64
Name of provider	Giant Steps LLP
Date of previous inspection	05/07/2010
Telephone number	01725511138

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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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