

Stepping Stones Day Nursery

224 Canterbury Road, Urmston, MANCHESTER, M41 0QF

Inspection date	23/07/2014
Previous inspection date	22/08/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Daily registers do not record departure times for all children when they leave the premises, which compromises safety arrangements.
- Risk assessments do not contribute to safeguarding children, because they are not undertaken regularly to identify potential daily risks in the environment.
- Robust systems are not in place which inform parents and/or carers of accidents sustained by children on the same day, or as reasonably practicable.
- Robust systems for performance management and continued professional development are not in place. Staff do not have the opportunity to take part in supervisions in which to identify their training needs, receive support and coaching. Therefore, support for children is not the very best that it could be.
- A member of staff has not been appointed to be responsible for behaviour management. Behaviour management training has not been accessed and clear expectations of behaviour are not conveyed to children.
- Assessment and tracking of children's progress is not yet consistently embedded in practice. Therefore, any gaps in children's learning are not always identified. Educational programmes do not offer enough challenge to ensure children make as much progress as they can.

It has the following strengths

- Children have daily access to an outdoor area.

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 and children at play throughout the inspection.
- The inspector spoke with children, staff, parents, manager and the owner at different times during the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

Inspector

Elisia Lee

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 four members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. 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 a total of 21 children attending, of whom all are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that a daily record of the names of children being cared for on the premises, their hours of attendance and the names of each child's key person are maintained
- ensure that risk assessments identify aspects of the environment that need to be checked, when and by whom those aspects will be checked, and how the risk will be removed or minimised
- ensure that parents and/or carers are informed of any accidents or injuries sustained by the child on the same day, or as soon as reasonably practicable, and of any first-aid treatment given
- implement effective systems for performance management and continuous professional development of staff, through putting appropriate arrangements in place for the supervision of staff; to develop staff's knowledge of the Early Years Foundation Stage and effective teaching skills so children can be best supported to make good progress
- ensure that a named practitioner is appointed to be responsible for behaviour management and gain the necessary skills to advise other staff on behaviour issues
- ensure that assessments of learning and the tracking of children's progress are consistently used to understand children's level of achievement, interests and learning styles
- improve the educational programme by planning challenging learning experiences that specifically meet children's individual needs to support children in making good progress in all areas.

Inspection judgements

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

Staff have an inadequate knowledge of the learning and development requirements of the Early Years Foundation Stage. Current practice does not reflect requirements, and as a result, educational programmes do not meet the needs of all children. Procedures for assessment are weak as observations and the tracking of children's progress is not consistently undertaken for all children. This means that all children's progress is not

clearly identified or robustly monitored throughout the nursery. As a result, any gaps in learning or areas where children may need extra support are not clearly identified. Planning does not provide challenging experiences for children in all areas of learning. For example, children take part in a focused creative activity, but are not supplied with enough resources to support their learning. Children are not encouraged to write their names. Children are not encouraged to self-select resources or attempt tasks independently, for example, using scissors to cut lengths of ribbon. As a result, children become restless and their interest is not maintained in the activity. Therefore, educational programmes do not provide consistent challenge and support children in acquiring the skills they will need as they move to school.

Teaching and learning is inconsistent. Many of the interactions between staff and children are based on care needs and do not clearly evidence that staff have a secure knowledge of how children learn. For example, children play in the outdoor area and use water to fill buckets and containers. Staff do not pose challenging questions to children or support critical thinking. Activities in the outdoor area are unplanned. Consequently, children take part in play, but there is no focus to activities, therefore, children's learning is not enriched. The indoor environment has displays which have been up a considerable length of time. This means that the environment does not show children's learning and current interests. Children can access resources and initiate play. However, as staff do not purposefully support children's learning, children's developmental needs and interests are not maximised through play. Therefore, learning and teaching does not fully support children's needs.

Parent partnerships are generally effective and communication procedures are clear. For example, a monthly newsletter is produced, parents are asked to complete feedback from home sheets twice a year and parents' evenings are held twice a year. In addition, the nursery uses an online software programme which parents can access to view photographs of their children and menus. Prior to starting at the nursery parents are asked to complete an All about me document which allows staff to be aware of children's prior skills. Parents' comments are sought after staff have carried out the progress check for children aged between two and three years. Parents are involved in home learning by being made aware of current themes. Older children are supplied with activity sheets to take home, which extends learning in the home.

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

An appropriate key-person system is in place. A gradual admission process is offered, which allows children to develop a bond with their key person. However, this is flexible, such as if children form secure attachments with another member of staff. Staff are positive role models and generally engage with children as they play. For example, staff sing familiar rhymes with children and show children how to do the corresponding actions. Some secure attachments are in place. For example, children are settled as they are dropped off at nursery by their parents and freely go to their key person. Positive behaviour management is inconsistent and staff do not ensure that children are aware of expectations. For example, staff push chairs as children sit on them underneath the table,

without explaining about sitting appropriately. Therefore, positive behaviour messages are not conveyed to children to support their understanding. The nursery does not have a named practitioner responsible for behaviour management and staff have not attended any behaviour management training. Therefore, staff do not have an effective understanding of behaviour issues and how to promote positive behaviour.

Children do not learn effectively about how to be safe, because staff have a poor understanding of risk assessment. While there are some risk assessments in place, these are not undertaken regularly and staff fail to identify potential hazards on a daily basis. The manager has failed to monitor staff practice in undertaking risk assessments, which means that potential risks have not been minimised. For example, a shower cubicle in a children's bathroom is used to store different resources which are stacked up, such as a waste bin, baby wipes, potties, rubber gloves and refuse sacks. Children are encouraged to use this bathroom independently and can easily gain access to these items. While this promotes their developing independence skills, it compromises their safety. Babies and children who wear nappies are changed regularly to ensure they are comfortable and dry. Record keeping and documentation is poor, however. Daily registers are not maintained and parents are not always informed as soon as possible after a child has had an accident. However, children develop some knowledge of risk management through the opportunity to take part in regular emergency evacuations of the building.

Children learn about healthy lifestyles through daily access to the outdoor area and taking walks in the local environment. There is a designated cook at the nursery who offers a menu, which is rotated on a three weekly basis. The nursery is currently revising menus to ensure that children receive healthier options, such as sausages with a higher meat content and low sugar choices. All meals are cooked on the premises and individual dietary requirements are catered for. Children have sufficient food to eat through a variety of meals and supplementary snacks, which help to ensure they do not become hungry. Appropriate transitions are in place for children. As children prepare to move to school, staff complete transition documents which are sent to school in order to share information about children's needs. At times, staff attend transition meetings at school to discuss children's learning needs. This supports consistent care as children prepare to move to school.

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

Leadership and management is inadequate. The provider has failed to ensure that several legal requirements relating to children's safety and welfare are met. As a result, children's safety and well-being is compromised. This inspection was prioritised following concerns raised about supporting children's individual care needs, the quality of record keeping and concerns that children are not provided with sufficient food to meet their needs. On the day of inspection children's care needs were appropriately addressed and children were provided with sufficient food, freshly prepared by the cook. However, the inspection found that mandatory records are not maintained effectively. Staff fail to complete registers for

all children, and so accurate records are not maintained to ensure children's safety. This is a breach of requirements of the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Communication to promote children's safety and well-being is poor because parents are not informed on the same day, or as soon as reasonably practicable, of any accident or injury sustained by a child. This is a breach of requirements of the Early Years Register. In addition, robust risk assessment procedures are not in place to cover all possible risks to children. For example, risk assessments have not been undertaken to identify and minimise the risks in the bathroom area and staff do not ensure that daily risk assessments are carried out. This is also a breach of requirements of the Early Years Register and both parts of the Childcare Register. Furthermore, there is not a named practitioner who is responsible for behaviour management, which is a breach of requirements of the Early Years Register. Staff have not attended training and lack knowledge of how to identify or manage behaviour positively and are, therefore, unable to effectively communicate information about any behavioural support children need to their parents. Robust systems of performance management and supervisions are not in place. Therefore, staff are not adequately supported and coached. This is a breach of requirements of the Early Years Register. There are satisfactory procedures in place for the safe recruitment of staff. For example, staff undergo appropriate suitability checks and there is an induction procedure in place. Staff have appropriate understanding of safeguarding procedures.

The staff have limited understanding of the learning and development requirements of the Early Years Foundation Stage, and teaching and learning is inconsistent. There is poor monitoring of children's progress and planning does not ensure educational programmes offer depth and a broad range of learning challenges. Interactions are based on care needs, therefore, children's progress is not well supported through purposeful learning opportunities. The impact of this is that gaps in children's learning are not consistently identified, and therefore, not addressed.

Processes for self-evaluation are in place. The management team have completed a self-evaluation document and are able to identify some areas that require development. Some identified areas have been addressed. For example, menus have been changed and the indoor environment has been adapted. However, the management team is not reflective enough to identify and take action to address the failure to meet the legal requirements identified at this inspection. Parents' views are welcomed through the use of questionnaires. The nursery works in partnership with others, such as local schools and local authority advisers. These partnerships help to support children's individual needs as children move towards the early learning goals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with

actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance are kept (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).
- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance are kept (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).

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	EY321200
Local authority	Trafford
Inspection number	982679
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	21
Name of provider	Shabina Kausser Mughal
Date of previous inspection	22/08/2013
Telephone number	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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