

Sure Steps Day Nursery

11 Green Lane, Mossley Hill, LIVERPOOL, L18 6HA

Inspection date	11/12/2014
Previous inspection date	02/11/2009

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		2
The contribution of the early years provision to the well-being of children		1
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

- The staff provide interesting, challenging activities that cover all areas of learning effectively. Children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. Consequently, child's needs are well met.
- Staff work well in partnership with parents and involve them in their children's learning. Parents feel their children's learning and development is well supported and they are kept well informed about their children's progress.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and have good knowledge of child protection procedures. They ensure a safe environment for children by implementing daily checks to minimise hazards.
- Clear self-evaluation systems show there is a continuous programme of improvement to provide good quality care and outcomes for all children.

It is not yet outstanding because

- Staff do not frequently share their knowledge and expertise with each other, in order to build on their already good practice so that children make the best possible progress.
- Staff do not always make best use of the range of teaching methods, such as questions, to extend children's learning to the highest levels.

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 looked at children's assessment records and planning documentation.
 - The inspector spoke to both children and staff and observed play and learning activities within the three playrooms and in the outdoor environment.
 - The inspector carried out a joint observation with the manager of the setting.
 - The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the registered individual and the manager.
- She checked the evidence of qualifications and suitability of staff and looked at a range of policies, procedures and documentation.

Inspector

Kellie Lever

Full report

Information about the setting

Sure Steps Day Nursery is owned and managed privately. It registered in 2006 and is based in a large converted house in Allerton, a suburb of Liverpool. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are cared for within three playrooms and children have access to a secure enclosed area for outdoor play. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 18 members of staff. Of these, four hold appropriate early years qualifications at level 4, 11 at level 3, two at level 2 and one with an early years degree. The nursery operates each weekday from 8am to 5.45pm, for 51 weeks of the year. It is closed for a week at Christmas and on bank holidays. There are currently 77 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is supported by the local authority.

What the setting needs to do to improve further

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

- enhance staff's skills in responding to children's interest and ideas and in using skilled questioning techniques to extend children's learning
- build further on the arrangements for monitoring and improving staff practice, so that staff have more opportunity to share good practice, knowledge and skills.

Inspection judgements

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

Staff have a good knowledge and understanding of their roles in teaching and supporting children's learning, which they facilitate well. As a result, children are making good progress in their learning and development and are becoming capable and confident learners. Staff throughout the nursery check children's progress through observations and assessments. This allows them to identify and appropriately support children's next stages in learning.

The staff provide interesting, challenging activities that cover all areas of learning effectively. Children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners. There are a number of opportunities for children to develop mathematical ideas through activities, such as building towers and counting games. In addition to this, staff take every opportunity to include mathematical language in children's daily routine. For example, children are

encouraged to count the number of steps as they climb the stairs. Children enjoy story and singing time. Children show their enjoyment and excitement when staff start singing; they clap their hands and join in with actions and some words. Staff praise all children for their efforts, giving them a real sense of achievement. Children have access to a wide range of books; they enjoy spending time in the book area on their own as well as listening to stories read by staff. In addition to this, there are small communication areas throughout the nursery aimed for parents and children to read together. These areas contains a wide selection of reading books and reference books for children and parents to help themselves to. As a result, this extensive selection of reading materials further promotes children's emerging interests and literacy skills. There is a constant flow of conversation as children engage in discussion with each other and staff while they play. However, staff do not always use skilled questioning techniques to extend children's ideas and critical thinking skills. Nevertheless, children gain the early literacy and mathematical skills required for their move to school.

Partnerships with parents are exceptionally good. From the beginning of their child's placement they are encouraged to share information with their children's key person regarding their child's learning and development. This knowledge provides staff with a clear baseline assessment of what children already know and can do. In turn, this helps staff to build on the children's prior learning by planning what they need to learn next, which helps them progress well. Staff use assessment arrangements appropriately to highlight children's achievements and identify future targets. There are good arrangements for completing the progress check for children aged between two and three years. Parents are encouraged to contribute to these assessments to ensure they show an accurate picture of children's abilities. Staff send home planning diaries and ask parents to contribute to children's next steps in learning. As a result, parents have good opportunities to become highly involved in their child's learning to fully support children and maximise their learning potential. Children with English as an additional language are well supported. Staff ask for words in children's home language to help them settle and continually support them to learn English. Staff support children with special educational needs and/or disabilities effectively and have good knowledge of how to support them to ensure all activities are inclusive. As a result, all children are fully supported to be involved in the nursery and make good progress.

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

Staff are extremely caring and are very dedicated early years professionals who make an outstanding contribution to the emotional well-being of all the children in their care. The well-established key-person system in place results in children developing in confidence. This contributes to their feeling of safety and security. Children thrive on attention they receive and enjoy the nurturing attributes of the staff that cuddle and comfort them in a homely and attractive environment. The attentive staff place high emphasis on the importance of building a strong bond and secure attachment with the children from their very first visit to the nursery. They obtain a significant amount of information from parents about children's care routines. Consequently, child's needs are well met and ensure a very smooth move from home into the nursery. The move on to school is equally well managed as staff prepare children for school by making sure they all have the necessary skills they

require. They invite the teaching staff to meet their new children in the nursery. A summative report is completed containing detailed information regarding all aspects of the children's care and development to ensure continuity. Consequently, children are well prepared for their move onto school. Partnership working with other agencies is successful; they provide advice for staff and support for children with special educational needs and/or disabilities to ensure that their care needs are met in full. Parents comment on the brilliant social skills their children develop while at the nursery, which ultimately help prepare them extremely well for this move. Children are exceptionally well behaved. They are aware of the high expectations staff have of them and respond very positively to the routine of the day. Visual rules and boundaries posters are displayed in the room so children know what is expected of them. For example, children are to use kind hands, kind feet, speak kind words and not to run indoors.

The whole of the nursery is exceptionally well resourced with low-level storage, contributing to children's choice and decision making. Children develop outstanding self-care skills as they independently see to their own care and personal hygiene needs. For example, they understand how to use the toilet independently and know exactly when to wash and dry their hands. Meal times are a social occasion where the children sit down in groups to enjoy a meal. Children serve themselves at meal times; however, staff are on hand to assist them. Children are encouraged to run around outdoors and talk about the effects it has on their body. For example, children say their heart beats fast and they feel hot and sweaty. As a result, staff help promote children's development of self-care skills and show them how to develop healthy habits for the future.

Children relish the opportunities they have to enhance their physical development and have excellent opportunities to learn about safety and to manage risks in the expansive outdoor play area. This helps children learn to climb up steps, negotiate height and how to risk assess and ensure their own safety while using the slide. The outdoor areas include raised beds for planting or digging, areas for playing with toys in the mud kitchen and a water and sandpit for sensory play and experiences. Staff take every opportunity for children to learn from first hand experiences. Staff extend the children's opportunities to enjoy the fresh air. Children go for walks and visit the local park, library and shops. As a result, children become familiar with the local community around them. The nursery celebrates festivals and events that represent the families and children that attend and introduces them to other cultures from around the world. Staff use this to teach children the importance of the acceptance of difference and diversity. Displays, resources and visual positive images throughout the nursery also contribute to children's awareness of themselves and others.

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

The management team is committed to providing a high quality service for all families. They guarantee the safety of children by adopting stringent security procedures; all doors are number coded and locked at all times, to ensure that children cannot leave the building unsupervised. Staff check all visitors' identity before requiring them to sign in. All staff have a secure understanding of their role in safeguarding children and are aware of

the policies and procedures to follow in relation to child protection. Most staff have undertaken paediatric first-aid training to enable them to treat any minor accidents children may have. Risk assessments are carried out and are reviewed regularly. As a result of this secure and safe environment, children feel happy and are motivated to learn and make good progress. The management have effective arrangements in place to implement the requirements of the Early Years Foundation Stage. Consistent monitoring checks ensure that staff record children's progress and identify appropriate next steps in their development. The manager, with the support of staff, reviews and adapts the environment regularly to underpin self-evaluation and improvement systems.

Robust recruitment and vetting procedures are in place to ensure all staff working on the premises are suitable to do so. Supportive induction procedures ensure that staff settle into the nursery and work effectively in their role. As a result, the manager has recruited and retained a staff team who are experienced and qualified and actively support her in maintaining a good quality of provision. Policies and procedures are effective in underpinning good practice and all required documentation is in place to ensure children's welfare is fully promoted. The manager monitors the staff's interactions with children. However, they do not have fully established arrangements in place for staff to share their good practice, skills and knowledge with each other in order to improve still further, the good quality provision for children. Clear self-evaluation systems take account of the areas of improvement identified at the last inspection and the management and staff have worked hard to achieve targets for improvement. As a result, all previous recommendations have been successfully addressed and it demonstrates the nursery's strong capacity to maintain continuous improvement in the outcomes for children.

The managers and staff work extremely well together as a team, creating a friendly, secure and welcoming environment. Staff have developed positive partnerships with parents. Successful information sharing and partnership working with other providers and outside agencies ensure children's needs are identified and well met to help them make good progress. Parents spoken to comment on the friendliness of staff and how they are kept informed of their children's development through daily discussions and progress review meetings. Staff encourage parents and children to express their opinions of the nursery, in order to ensure their views contribute to the nursery's overall self-evaluation and ongoing developments. For example, parents worked with the staff team and developed a music wall in the outdoor area and children fill in questionnaires to inform staff of any ideas they have and their likes and dislikes. Staff understand the importance of sharing information with relevant professionals, and strong links with local schools ensure a smooth transition for children. As a result, children's move to school is as smooth as possible. Overall, this is a good quality and friendly nursery that gives outstanding support to children's well-being. Children receive a positive early years experience, which lays a solid foundation upon which to support their future 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY331137
Local authority	Liverpool
Inspection number	856974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	77
Name of provider	Sure Steps Day Nursery Ltd
Date of previous inspection	02/11/2009
Telephone number	0151 724 1999

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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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