

# Steps Ahead Day Nursery and Nursery School



Steps Ahead Nursery, Wiltshire Drive, Bradley Road, Trowbridge,  
Wiltshire BA14 0RR

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|--------------------------|----------------|
| <b>Inspection date</b>   | 22 August 2018 |
| Previous inspection date | 15 April 2016  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### The provision is good

- The provider and management team are committed to providing high-quality childcare. They evaluate the strengths of the nursery effectively and are ambitious to improve it continually. For instance, they have worked hard developing the outdoor provision and have plans to improve it further.
- Partnerships with parents are a key strength of this setting. Staff provide excellent support for children and their families. For example, they ask all parents a question each week to gain an insight into where parents might need support.
- The management team works closely with staff to analyse the progress of individual children and groups. The team uses the information to support children to close any gaps in development swiftly and to improve experiences for all children.
- Staff confidently promote older children's literacy skills through enjoyable activities. For example, children delight in taking part in small-group activities. They match rhyming words with confidence.

### It is not yet outstanding because:

- Occasionally, staff do not allow children sufficient thinking time to respond to questions or suggestions and extend their problem-solving skills.
- At times, staff do not recognise when to offer greater challenge and extend older children's learning to the highest levels.

## What the setting needs to do to improve further

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

- allow children more time to think and respond before asking additional questions, to develop their thinking and problem-solving skills
- support staff with their interactions with older children to consistently challenge and extend learning to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact that this has on children's learning indoors and outdoors.
- The inspector spoke to the nursery managers, children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the management team to look at a range of documentation, including policies, staff records, self-evaluation and recruitment, training and safeguarding procedures.
- The inspector completed a joint observation with one of the nursery managers.

### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a clear understanding of the signs of abuse and what steps to take if they have concerns about a child. The management team completes regular supervisory sessions with staff. They review the quality of teaching and identify training needs. Staff evaluate learning from training and implement this into practice. For example, recent training has made staff more aware of how best to support boys in their learning. Staff carry out robust risk assessments to identify and remove the risk of potential hazards to children. Recruitment vetting and the induction of staff are robust. This helps to ensure those working with children are suitable to do so.

### Quality of teaching, learning and assessment is good

The well-qualified staff team completes regular observations and assessments of children's learning. Staff provide a range of stimulating activities to engage children. They closely match activities to children's interests and curiosity. For example, younger children thoroughly enjoy exploring paint with cars, and babies delight in exploring a sensory activity linked to a traditional story. Staff promote children's mathematical development well throughout the nursery. For instance, younger children count blocks as they build towers, and older children confidently learn to recognise numbers during mark-making activities.

### Personal development, behaviour and welfare are good

Staff create a welcoming atmosphere for children. They are kind and caring, and develop close bonds with children. Staff give children time and opportunities to explore freely. For example, babies confidently choose whether to play indoors or outdoors. Children have regular opportunities to participate in physical activities. They climb on large wooden steps in the outdoor area and practise balancing on outdoor apparatus. Children behave well. Staff are good role models and sensitively support children to develop an understanding of the rules and routines of the nursery. Children receive healthy nutritious meals. Staff talk with children about their meals, which helps develop their understanding of healthy eating. Staff give support to parents on how to support their children when weaning on to solid food.

### Outcomes for children are good

Children make good rates of progress. Children of all ages develop wonderful imaginations as they play cooperatively together and begin to introduce storylines into their role play. Children are eager and motivated to learn. Older children start to form recognisable letters, and some children confidently write small words. Children are equipped with the key skills needed for future learning and their eventual move to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 145881  |
| <b>Local authority</b>                           | Wiltshire   |
| <b>Inspection number</b>                         | 10066862  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 100   |
| <b>Number of children on roll</b>                | 172   |
| <b>Name of registered person</b>                 | Steps Ahead Nursery Limited   |
| <b>Registered person unique reference number</b> | RP535246  |
| <b>Date of previous inspection</b>               | 15 April 2016   |
| <b>Telephone number</b>                          | 01225 719110  |

Steps Ahead Day Nursery and Nursery School registered in 2000. It is open each weekday from 7.30am to 6.30pm throughout the year, except for bank holidays and one week at Christmas. There are 32 staff members who work directly with the children. Of these, one member of staff holds early years professional status, one holds qualified teacher status, and 28 have relevant qualifications at level 2 to level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

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