

Stepping Stones Day Nursery

147 London Road, Stockton Heath, Warrington, WA4 6LG



Inspection date

12 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of the 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

This provision is good

- Leaders and managers are committed to, and passionate about, providing at least good quality care and education for children and have high expectations of staff. They reflect on their practice and have a good understanding of the strengths and weaknesses of the setting.
- The quality of teaching is good and some aspects, particularly in the pre-school room, are outstanding. Staff use their qualifications, knowledge and skills well to plan purposeful, exciting activities that reflect children's stage of development and interests.
- Staff working in the baby room provide high levels of care and emotional support. Babies are happy, settled and show a real sense of belonging.
- Partnerships with parents and other professionals supporting children are strong. Staff keep parents well informed about their children's development. Parents speak very highly of the nursery and value the support given to children's ongoing care and learning.

It is not yet outstanding because:

- On occasions, staff are less effective in helping children understand the reasons why we need to follow good hygiene procedures.
- Staff working in the toddler room do not give children enough time to think about and respond to their questions before asking another. Younger children have fewer opportunities to develop their breadth of vocabulary or share their thoughts and ideas.

What the setting needs to do to improve further

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

- review and reflect on how children's understanding of good hygiene practices are extended in everyday play and routine tasks
- allow younger children more time to discuss their thoughts and ideas during conversations to help develop their breadth of vocabulary and communication skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector discussed the nursery's self-evaluation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their role in helping to keep children safe and secure, and of the procedures to follow should they have concerns. The manager follows robust vetting procedures to monitor staff's continuing suitability for their roles. Staff supervision and appraisals are in place and training is sought to improve staff practice. Many staff are trained in paediatric first aid. This enables them to respond effectively in the event of an emergency. The manager monitors children's progress over time. She makes good use of this information to develop the nursery's self-evaluation and inform the action planning processes.

Quality of teaching, learning and assessment is good

Children are engaged and interested in their play. For example, in the toddler room they delight in scooping up water with a variety of containers and watering their growing vegetables. These types of activities help children to understand the natural world and develop their dexterity ready for early writing. Staff support children as they sensitively introduce numbers, colours and shapes as children play, contributing to their understanding of mathematics. In the baby room, children enjoy a wide range of sensory play opportunities and confidently explore their surroundings as they develop their physical skills. Pre-school staff support and enthuse children exceptionally well, as they work together to decide how to use a balloon to propel their space rockets. Children are highly motivated in their learning and squeal with delight as they imagine that their rocket blasts off into space.

Personal development, behaviour and welfare are good

Staff help children understand how to keep themselves safe and healthy. They discuss how to use equipment, such as scissors, safely. Sensitive arrangements are in place to ensure that children make a smooth transition when they move on to the next learning environment. The well established key-person system contributes to children's self-confidence and their feelings of being safe. Children are well behaved for their ages. Clear guidance from staff supports them learn to respect, tolerate and consider each other as they play. Children are highly active outdoors and their physical well-being is well supported. Information regarding children's care needs is obtained from parents and used well by staff. Staff make effective use of opportunities to celebrate diversity. They reflect children's individual home languages and cultures within their practice.

Outcomes for children are good

Children are developing the key skills required to prepare them for the move on to school. Their communication, language and literacy skills are promoted well. They gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves. Children learn about linking sounds and letters. Older children apply these skills as they begin linking sounds to create simple words and sentences. Children are working at expected levels of development and they make good progress.

Setting details

Unique reference number	EY477616
Local authority	Warrington
Inspection number	983160
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	48
Number of children on roll	48
Name of registered person	Little Acorns Nurseries Limited
Registered person unique reference number	RP535314
Date of previous inspection	Not applicable
Telephone number	01925 600111

Stepping Stones Day Nursery was registered in 2014. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one holds a qualification at level 2 and one holds a qualification at level 5. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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