

Stepping Stones Alfreton LTD



Grange Mews, Grange Street, Alfreton, Derbyshire, DE55 7JA

Inspection date 7 December 2017
Previous inspection date 13 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager demonstrates strong leadership. Practitioners are well supported to continue their professional development and measure the impact of this on children's progress.
- The indoor learning environment is very thoughtfully organised to provide children with rich and fun learning experiences. Children make choices about their play and move around the environment confidently and enthusiastically.
- The key-person system is well established and effective. Children develop close relationships with practitioners. They demonstrate a strong sense of emotional security, helping to prepare them well in readiness for the next stage in their learning.
- Children who have special educational needs are supported particularly well. Practitioners work in partnership with other agencies to put appropriate interventions in place. All children make good progress from their starting points.
- Partnerships with parents are good, overall. Parents are extremely complimentary about their children's care and education.

It is not yet outstanding because:

- Some inconsistencies in the assessments made of children's learning result in an inaccurate reflection of some children's stages of development.
- Practitioners do not collect detailed information from parents about what their children already know and can do, to inform their initial assessments when children first start.

What the setting needs to do to improve further

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

- bring about more consistency in assessments of children's learning to plan precisely for their continued progress
- obtain further information from parents about what their children already know and can do when they first start at nursery to support planning from the outset.

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 spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners fully understand their responsibilities to safeguard children in their care and know the procedures to follow if they have any concerns. Practitioners are well qualified and have regular supervision sessions. The manager routinely monitors teaching skills and provides detailed feedback on practitioners' practice. This has a positive impact on the good quality of teaching. The recruitment, vetting and induction procedures for practitioners are rigorous. The manager and practitioners evaluate the setting, encouraging parents and children to share their views. The information gained is used to implement a robust development plan, to help raise the quality of the setting even further. Practitioners have developed good relationships with the local primary school. This helps them to work in partnership and share relevant information to support children with their future move on to school.

Quality of teaching, learning and assessment is good

Practitioners understand how children learn and they interact with them positively and with great enthusiasm. They ensure that the broad range of activities is used effectively to incorporate children's interests, encourage them to be imaginative and develop their curiosity. They encourage children to tell them about their pictures to help develop their language. Practitioners monitor children's progress carefully and quickly pick up on any children who need extra support or intervention. They ensure that any gaps in learning are quickly identified and addressed. All children take part in physical activities daily, indoors and outdoors. For example, indoors in the physical room, the older children take part in a musical phonics game and the younger children take part in a jumping game. Practitioners make regular observations and assessments of children's development. These are shared regularly with parents to help support children's learning at home.

Personal development, behaviour and welfare are good

Practitioners are good role models. They teach children to be kind to each other, use good manners and show respect. Practitioners have a clear understanding of safety and security. Children develop an understanding of safe practices and practitioners discuss with them how to use tools, such as scissors, safely. Practitioners teach children about healthy lifestyles. For example, children have nutritious snacks and discuss why healthy foods are good for their bodies. Practitioners work in partnership with parents to make sure that the food children bring in their packed lunches is well balanced and nutritious. Children enjoy outdoor play and daily fresh air.

Outcomes for children are good

Children develop good social skills and independence in their choices of activities. Younger children use their creative skills, for instance, as they decorate small Christmas trees. Some of the older children dress up and act out the nativity story for their friends. Those for whom the nursery receives additional funding benefit from enhanced resources and activities that help them to make progress. All children develop the skills they require in readiness for school.

Setting details

Unique reference number	EY418015
Local authority	Derbyshire
Inspection number	1094562
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	2 - 8
Total number of places	91
Number of children on roll	92
Name of registered person	Stepping Stones Alfreton Ltd
Registered person unique reference number	RP902613
Date of previous inspection	13 January 2015
Telephone number	01773521343

Stepping Stones Alfreton LTD registered in 2010. The nursery employs 21 childcare practitioners. Of these, 15 hold appropriate early years qualifications at level 3, one at level 4 and two at level 2. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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