

# Inspection of Stepping Stones Day Nursery

Valley House, Towngate, Mirfield, West Yorkshire WF14 9JG

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Inspection date: 28 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive content and thoroughly enjoy their time at nursery. They happily leave their parents when settled in their respective rooms with caring and warm staff. Children develop secure relationships with their key person. They feel safe and secure, knowing their needs will be met. They confidently go to them for support with activities, reassurance and a cuddle when needed.

Children are familiar with the routines of the day. They know what is expected of them and are visibly proud when they are praised for their achievements. For example, they have big smiles on their face as a staff member praises them for excellent singing and turn taking. Children demonstrate wonderful manners and behaviour towards their friends and adults.

Children explore and develop their imagination through a stimulating selection of activities and resources. For example, when children make a cake, they independently select from a wide range of ingredients to make a very interesting mixture. They discuss the theme of the cake, changing it from lemon to chocolate by adding different powder paint. Children are engrossed in their play and imagination as the mixture turns to many creations as other children add to it. As a result, children develop a creative imagination and are encouraged to use it.

## **What does the early years setting do well and what does it need to do better?**

- Staff plan a curriculum that follows children's interests and considers what children need to learn next. Children are enthusiastic and have a positive attitude to their learning. For example, children discuss what floats or sinks. They consider the weight, deciding what it will do as they add it to the water. Children make good progress in their learning and development, including children with special educational needs and/or disabilities.
- Children are encouraged to be independent from a young age. They happily help to tidy their activities away ready for story time. Children help staff to set the tables for lunch. They serve their own meals and pour their drinks, developing good coordination skills. Toddlers carefully use knives to cut up fruit and bread, learning how to use knives safely. Children learn to be independent as a result.
- Overall, staff support children's communication and language development well. For example, they read stories and sing a wide range of songs and rhymes. Children enthusiastically sing out loud as they walk back from the park. They confidently talk and ask questions about what they see as they walk. However, staff do not always consider the abilities of babies to listen for prolonged periods of time, or understand what is being taught, such as circle time. As a result, babies sometimes become restless and not engaged in the activities.
- Children have opportunities, both indoor and outdoors, to build on their

increasing physical abilities. Children are very excited as they watch their new outdoor area being renovated. Children walk to the local park, developing an understanding of road safety. They climb and swing on the equipment and enjoy running around. However, staff were unaware of gate changes at the park, which resulted in unplanned additional supervision being needed.

- Children are provided with good opportunities to learn where food comes from. For example, as they cut up fruit, they discuss where this is grown. They talk about how potatoes need, soil, water, and sunshine to grow. Children cut up raisin bread and learn how grapes become raisins. As a result, children develop a good understanding of the food they eat.
- Currently, the wider management team are overseeing the setting until the new manager starts. Parents have been informed. This ensures staff and children continue to receive consistent support and development from familiar management. Staff supervisions are completed regularly to give staff opportunities to discuss safeguarding and child development. Any learning opportunities are identified and actioned. This ensures staff continue to develop their knowledge and skills.
- Partnership with parents is good. Information about their child's daily routine is shared with parents on collection. Children's developmental assessments are completed each term and shared with parents. However, some parents do not understand what this information means for their child's development. This limits the targeted support parents can provide at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good knowledge of how to keep children safe. They understand the signs and symptoms that may indicate a child is at risk of harm. They have clear procedures for seeking advice and making referrals if they have concerns about a child. All staff know who to contact if an allegation is made against a member of staff. Children learn to keep themselves safe as they learn how to cross a road safely with an adult. Children wear high-visibility vests when outside of the setting to clearly identify them.

## **What does the setting need to do to improve?**

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

- consider the focus and length of time when babies play together, to better support their communication and language skills
- ensure risk assessments are carried out prior to outings to ensure additional safety measures are planned for
- ensure parents understand the information provided to them regarding their child's learning and development, including home learning opportunities.

## Setting details

<b>Unique reference number</b>	EY362250
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10225890
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Stepping Stones Nurseries Limited
<b>Registered person unique reference number</b>	RP535314
<b>Telephone number</b>	01924 499210
<b>Date of previous inspection</b>	23 April 2018

## Information about this early years setting

Stepping Stones Day Nursery registered in 2007. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, including one with early years professional status and one with a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Clark

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

We carried out this inspection 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.

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