

# Binstead Stepping Stones Pre-School

Inspection report for early years provision

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**Unique reference number** EY368896  
**Inspection date** 05/12/2008  
**Inspector** Gill Wallace

**Setting address** Binstead Cp School, Hazlemere Avenue, RYDE, Isle of Wight, PO33 3SA  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Binstead Stepping Stones Pre-school is an established pre-school that re-registered under new ownership in 2008. The pre-school operates from two classrooms within Binstead Primary school on the Isle of Wight. They have their own secure outdoor play area. The provision is accommodated on ground floor level and a ramp provides ease of access.

The pre-school is registered to provide care for a maximum of 35 children from two years to under eight years at any one time. The setting is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, the provision only have children on the Early Years Register on roll. There are currently 42 children on roll and the group receives nursery education funding. The pre-school supports children with learning difficulties and/or disabilities and welcomes children with English as an additional language. The pre-school is open Monday to Friday 08:55 - 15:00 during the school term. Children attend for a variety of sessions. The owner manages the provision on a full time basis and is a qualified early years practitioner. In addition, four staff work in the pre-school, three of whom are qualified. The other member of staff is currently working towards a recognised early years qualification.

## **Overall effectiveness of the early years provision**

Every child thrives in the exciting and inspirational early years provision provided at Stepping Stones Pre-school. Practitioners' excellent knowledge of each child's background and needs ensures children are exceptionally well integrated and achieve as much as they can. Robust procedures are in place to overcome potential barriers, working exceptionally well in partnership with parents and other agencies. Rigorous self evaluation, monitoring and assessment of all aspects of the provision ensure areas for development are well targeted and have an outstanding impact in bringing about sustained improvement to the provision.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- share best practice with other practitioners through local networking in order to fully promote this outstanding provision

## **The leadership and management of the early years provision**

Children's care and learning is significantly enhanced because management and practitioners share a common sense of purpose. Management have exceptionally high aspirations for quality, which is evident through the robust monitoring and evaluation systems implemented. Secure procedures to recruit, appoint and induct

new practitioners ensure children are cared for by well qualified and experienced adults. Exceptional systems to monitor staff performance and development, including appraisals three times a year, help practitioners celebrate achievements, identify targets and training needs and increase their skills in relation to the responsibilities they have within the group. Excellent systems are implemented to share information and evaluate and monitor the impact of all training, which fully promotes and supports inclusive practice. Self-evaluation is undertaken by practitioners, parents and children and information gained is effectively used to help devise actions that lead to improvement.

Management value parents as their child's first educators and partnership working is integral to improving the provision and opportunities available for every child. Parents are heavily involved in the initial and ongoing assessment procedures. They meet regularly with their child's key person to review individual play plans, discuss and agree next steps for development and monitor their child's ongoing progress. Parents are actively encouraged to support their child's learning at home, for example through the home book scheme and attending workshops, including the introduction of 'Boogie Mites'. Excellent systems are in place to share information, knowledge and expertise with other early years professionals, fully supporting children's continuity and progression. For example, fortnightly meetings between practitioners and reception teachers of schools children are to attend help to secure a smooth transition. Practitioners attend regular cluster meetings, sharing ideas for good practice, although opportunities to fully promote this outstanding setting benefiting practitioners and children from other groups have not yet been fully introduced. Excellent procedures are implemented to fully safeguard children. Practitioners have a secure working knowledge of child protection issues and undertake ongoing training in this area. Procedures, such as the arrival and collection of children and monitoring of students and visitors, ensure children are protected across the session and high quality risk assessments relating to indoors, outdoors and outings ensure children's safety remains a priority at all times.

## **The quality and standards of the early years provision**

Children relish this vibrant and stimulating early years environment. Exceptional organisation of the educational programme, daily routine and the learning environment, both inside and out, enables children to become independent and autonomous learners. The safe open-plan environment maximises space, creating specific areas for children to play. They display extremely high levels of confidence and independence, choosing their own resources and deciding when to have snack, showing a strong sense of belonging and responsibility within the group. Children notice and compare shapes, numbers and letters, confidently use the computer and develop excellent early reading and writing skills. They learn about their local environment and community, visit shops, compare houses in the environment and explore different homes and cultures around the world. Photographs and maps displayed help children to recognise where they live and learn about other people's traditions and discussions and stories further enhance children's understanding of diversity. Consequently, children are exceptionally well equipped with early skills that prepare them for life. Children express wonderful

imagination, transforming a cardboard box into a home and later a farm. The skilful interaction and questioning from practitioners enables children to lead their own learning, express their ideas and initiate their activities. Children display an excellent understanding of the importance of looking after their bodies, promoting a healthy lifestyle. They benefit from a free flow environment inside and out, dressing in waterproof clothing and boots when playing in wet weather. The highly successful implementation of the snack bar enables children to make healthy choices, increases their independent skills and provides many wonderful learning experiences. Children discuss and compare how different foods taste and are grown and competently use knives. They count and share the fruit, work out if there is enough space for them to sit and put their plates and cups away when they have finished, showing a real sense of responsibility within the group.

Children are cared for in a safe and supportive environment where their individual needs and abilities are nurtured. Their welfare is exceptionally well promoted through the highly effective implementation and consistent monitoring of policies, procedures and practice that are individual to the setting. A strong emphasis is placed on helping children learn how to keep safe. Children learn about road safety when on outings, recognise how to put umbrellas up safely and discuss the dangers of the hot oven in their imagined play. They are exceptionally aware of dangers around them, for example when using knives to cut fruit, and learn how to handle these extremely well, recognising the dangers of leaving tools and utensils lying around. The outdoor environment is extremely well resourced, enabling children to extend their learning across all areas. Children benefit immensely from the wonderful organisation of the environment and use of time and space, enabling them to freely explore creativity and express their imagined ideas through play. They explore a range of media, observe how textures and colours change and enjoy writing lists and going shopping with their peers. Children's investigative skills are exceptionally well promoted as they use magnifying cubes and microscopes to examine feathers, shells and flowers and independently use a range of resources, increasing their understanding of number, weight and measure. High quality planning, effective deployment of practitioners and exceptional organisation of the group ensures every child is actively engrossed in their learning and fully supported and challenged. Practitioners know children exceptionally well and excellent relationships are established and maintained. Robust systems to continually assess children's ongoing progress and identify individual targets, together with highly effective communication between the staff team, enables practitioners to tailor their teaching. Consequently, children develop at their own rate and much of their learning is promoted through independent play. Skilful practitioners enable this to be implemented exceptionally well, making excellent use of every opportunity to promote learning. Consequently, every child enjoys a wonderful and truly inspirational learning experience where they are nurtured and able to achieve their individual potential.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.