

Steady-Steps Pre-School

Inspection report for early years provision

Unique reference number

EY364360

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Inspector

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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).

Description of the setting

Steady Steps Pre-school opened in 2008 in its current premises. It is located in a modular building in the grounds of Rowner Infant School, Gosport in Hampshire. The setting is a community preschool with a manager employed to oversee the day to day running. The setting is registered for 26 children ages two to five years. It is open from 09:00 until 15:30 and offers full and part-time care during term time, with a lunch club available from 12:00 until 13:00. Currently there are 42 children on roll, of which 23 are in receipt of funding for nursery education. The setting is able to support children with learning difficulties and/or disabilities and those who have English as an additional language. There are eight practitioners employed to work with the children, all of whom hold relevant child care qualifications. The pre-school works closely with local primary schools and advisors from the local authority and has achieved accreditation status through the Preschool Learning Alliance.

Overall effectiveness of the early years provision

Strong commitment to continuous improvement through constant review, evaluation and parental consultation contributes to practitioners having excellent awareness of what is being done well and what may need improving. As a result, children benefit from very good standards of care and learning opportunities, contributing to them making good progress in their development and achievements. Children enjoy their time at the setting as active participants. They are well supported as practitioners have effective procedures in place to identify or consider specific requirements, additional learning needs and diversity of individuals and to work closely with parents and agencies to fully ensure inclusive practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further extend information collated from parents about children's starting points to include, for example, development and current achievements

The leadership and management of the early years provision

Clear vision from management and intense focus on the development of the setting contributes to positive outcomes for children. Strong emphasis is given to regular review of all areas of the preschool, children's achievements and working practices which helps practitioner's work on improvement and evolving good practice. Practitioners have clear direction, are secure in their roles and responsibilities and have a good working knowledge of the Early Years Foundation Stage which ensures the welfare of children and provides a balanced curriculum. They work highly effectively as a team and have excellent guidance and mentoring

from the manager of the setting. Children benefit from all practitioners having child care qualifications which ensures they have a comprehensive understanding of child development and of how children learn through play, exploration and purposeful activities. Practitioner's are deployed well around the setting with weekly allocated responsibilities which ensures children are well supported in their area of play and learning intentions are clearly defined for focus activities.

All documentation and policies are maintained to a high standard. Robust recruitment and vetting procedures ensure all adults are suitable to work with children and systems in place consistently promote safety and safeguarding. For example, incidents and existing injuries are accurately documented and concerns shared with the relevant agency.

Partnership with parents is a strong element within the setting and parents/carers are welcomed for their contributions and involvement. The setting has recently formed a family learning initiative to help parents understand the importance of play and the impact on the child's development. Effective links within the community, local school and other agencies promotes partnership working for the benefit of all children and in particular those who may have additional needs.

The quality and standards of the early years provision

Outcomes for children are promoted well as practitioners are efficient in providing a safe, stimulating and child orientated environment where children can freely explore their play and learning. Comprehensive risk assessments are systematically completed ensuring all safety measures are in place. Practitioners are vigilant in ensuring the security of children with efficient procedures for children leaving and arriving, and with the additional electronic safety measures fitted at the front entrance.

Resources throughout the setting and good organisation promote independence as children are encouraged to self-select and initiate their own choice of play. Opportunities to pour their own drinks, visit the toilets independently or prepare their own snack also promote high levels of independence as children take responsibility, develop self help skills and grow in confidence in their own abilities. Children benefit from practitioners promoting healthy eating, as they learn about foods that are good for them and are involved in snack preparation. Milk is enjoyed at snack time and fresh water is freely available for the children to self serve throughout the session. Children are encouraged to drink water after vigorous play and learn the effect exercise has on their bodies as they feel hot and their heart beating faster. They thoroughly enjoy the free flow organisation of the setting which enables them to make good use of the outdoor area as a learning environment. Practitioners are aware that some children may continuously use one area, however systematic observations and weekly development targets for each child ensure that aims can still be met whilst continuing to follow children's own interests.

Children have good opportunities to recognise their own name as they self register on arrival. They also gain an understanding that text has meaning as they enjoy

stories as a group or individually with a member of staff. Resources throughout are well labelled with some having picture prompts. Children listen well and follow simple instructions such as lining up to visit the school hall or to wash hands before snack. Most are confident to interact with practitioners and peers and enjoy playing in small groups. For example, as they play with the magnetic letters and boards and identify the letters and numbers. Children enjoy the company of others and practitioners are skilled at including themselves in their play and learning, as they sit on the floor to help work out how the train track fits together or how the shapes fit onto the stand. Lots of incidental learning occurs with practitioners effectively asking open questions to encourage independent thinking. Younger/less confident children are given time to settle and are supported well by all team members and practitioners are sensitive ensuring children are ready to participate in their own time. Personal information is gathered to help children settle at the group, although this does not currently include information about their current starting points in regard to what they know.

Behaviour at the setting is good and children are involved in discussion about what makes them happy and sad. Positive methods used such as certificates and the 'kindness tree', identify aims and are good visual prompts. Children are also acknowledged for any good behaviour or a personal achievement which has a positive impact on their self-esteem and confidence. Practitioners are proactive in updating their knowledge and understanding of early years initiatives and furthering their own professional development through additional in-house training. They provide an environment where children are fully supported and thrive as they enjoy their play and learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.