

# Stepping Stones of Scawby

Inspection report for early years provision

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**Unique reference number** EY262324  
**Inspection date** 02/12/2008  
**Inspector** Andrew Clark

**Setting address** Scawby Primary School, West Street, Scawby, Brigg, South  
Humberside, DN20 9AN  
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Stepping Stones of Scawby is run by a voluntary committee. It operates from a purpose-built building in the grounds of Scawby Primary School and opened in September 2008. A maximum of 26 children aged two to five years may attend the setting at any one time. There are currently 31 children on roll of which 13 are in receipt of funding for nursery education. The pre-school is open each weekday from 09.15 to 15.15 during school terms.

Stepping Stones also offers before and after school care and a club during school holidays for children aged three to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

There are 10 members of staff altogether. All hold appropriate childcare qualifications, one at level 4 and the others at level 3.

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

Children are kept safe and secure in a comfortable and stimulating setting. Children's welfare and development are promoted successfully because of staff's good knowledge of the children's needs. The pre-school and out of school club support children of all abilities and are fully inclusive. Self-evaluations reflect the views of staff and parents and there are good staff appraisal procedures. Stepping Stones of Scawby is well prepared to continue to improve.

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

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

- improve parents' access to important information, such as policies and procedures, while they are in the pre-school
- continue to develop the range of resources especially large construction activities and information and communication resources.

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

The managers of the pre-school and out of school clubs have worked closely with the committee to ensure the policies and procedures are established and effective in the new premises. They have undertaken suitable self-evaluation, drawing on the views of staff and parents and reflecting the requirements of the Early Years Foundation Stage (EYFS) provision. They are an experienced team and take good advantage of training opportunities through the local authority.

Procedures to keep children safe and promote their welfare are good. There is rigorous record keeping and registration procedures are effective. There are robust

procedures to check all staff and volunteers are safe to work with children. Staff are suitably trained in maintaining children's welfare and protecting them from harm. There are good arrangements for supporting children with learning difficulties or with a disability.

Links with parents are good. There is a detailed welcome pack and good induction procedures. Policies and procedures, including complaints procedures, are available to parents but they are not displayed in an easily accessible form within the building. There are regular links with the school and smooth transition arrangements.

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

Resources and displays are stimulating and children are curious and eager to handle them. For example, they enjoy experimenting with the water with flour and other additives to give it different textures. Children's independence and self-reliance are promoted well. For instance, children register for themselves by selecting a card with their name and matching it to a peg. Many activities in the pre-school are planned so that children are involved in decision-making and expressing an opinion. They choose what activity they will start with telling their key worker, and at the end of the session they discuss what they enjoyed most. They also make decisions about the healthy snacks they eat.

Staff contribute to children's learning by joining in and playing alongside. Activities to promote early literacy and numeracy are good. There are good resources for counting, making patterns and ordering items. Children early letter writing, tracing and similar activities promote early writing skills and are matched to children's ability. Staff make good use of activity songs and rhymes well to promote all areas of learning. As a result, children are good listeners. Children's achievements are regularly observed and recorded and staff make some use of this to plan activities to promote future learning. This is a developing aspect. There is a good range of activities to promote children's physical development both indoors and out. There are good resources for children to climb on, roll and push. The setting is renewing many resources and good use is made of opportunities to borrow equipment from the school and local authority. Although there is a good range of small construction activities, there are few large ones. Computer and other ICT resources are also currently limited. The committee is planning to develop these. Good displays and tasks encourage awareness of the diversity of modern Britain.

Children's welfare is promoted well. Staff offer gentle and positive support and children play safely and harmoniously as a result. A strong emphasis is placed on hygiene. There is a good range of healthy snacks and children make decisions about when and what to eat.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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.