



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 108448

DfES Number: 513783

INSPECTION DETAILS

Inspection Date	08/03/2004
Inspector Name	Maggie Ferris

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Stepping Stones Pre-school
Setting Address	Upper Church Rooms Oxford Road Windsor Berkshire SL4 5DU

REGISTERED PROVIDER DETAILS

Name	Stepping Stones Pre-School 1027815
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ORGANISATION DETAILS

Name	Stepping Stones Pre-School
Address	Upper Church Rooms Oxford Road Windsor Berkshire SL4 5DU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Stepping Stones Pre-school opened in 1985. It operates from the first floor of Clewer St Stephen's Church hall in Windsor, and serves the local area.

There are currently 41 children from 3 to 5 years on roll. This includes 19 funded 3 year olds and 0 funded 4 year olds. The setting is able to support children with special needs and children who speak English as an additional language.

The pre-school is open from 9:15 11.45, Monday - Friday and from 12:15 -14:45 Monday, Tuesday and Wednesday. They continue through the summer holidays on Tuesday, Wednesday and Thursday from 9:30 13:00.

Four members of staff work with the children. Three of the staff have early years qualifications to NVQ level 3. The setting receives support from the local Early Years development and childcare partnership.

How good is the Day Care?

Stepping Stones Pre-school provides good care for children. The premises are secure. Staff ensure they are well set out, warm and welcoming to parents and children when they arrive. A high adult:child ratio is maintained. All of the required documentation is in place.

Children have access to a large range of good quality toys and equipment some of which is set out daily by the staff. Children also have easy access to further toys and activities which are stored in low level tray storage units. The staff spend time talking and listening to the children, they know the children well. They manage their behaviour well and the children are happy and well behaved.

Staff give safety a priority and promote good hygiene however current daily risk assessment procedures are not documented. Attention is given to meeting children's individual dietary needs however promotion of healthy eating through snack time is an area for improvement. Staff have a good understanding of special needs, equal

opportunities and child protection issues.

Staff have good relationships with the parents, they make time to speak to parents and parents receive regular written information in the form of termly reports, newsletters and information displayed on notice boards.

What has improved since the last inspection?

Not applicable

What is being done well?

- There is a strong and stable staff team who work together well to plan and provide a good variety of fun and interesting activities for the children.
- The adults know the children well, they spend time talking to them. Children are well supported in activities including activities which the children initiate themselves.
- The pre-school is welcoming to children and their families. Space is used well with different areas for different activities. There is access to outside play.
- There is a large range of good quality toys and equipment which are easily accessible to all children.
- Staff are vigilant about children's safety. Adults follow hygienic routines and encourage children to follow these.
- The needs of all children are being met, including those with special needs, less and more able children. All children are valued and included.
- The staff have high expectations of children's behaviour. The children are polite and well behaved. They respond well to the staff's praise and encouragement.
- Relationships with parents are good. They receive regular information and are able to talk to staff about their child's progress at any time.

What needs to be improved?

- documentation, to ensure daily risk assessments are recorded;
- provision for snacks to promote healthy eating.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	consider methods of promoting healthy eating at snack time.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Stepping Stones Pre-school is of high quality which helps children to make very good progress towards the early learning goals.

The quality of teaching is very good. Although some staff have an insecure knowledge and understanding of the stepping stones they know the Early Learning goals and their experience and understanding of how children learn ensures children continue to make very good progress. Staff provide a good range of interesting and appropriate practical activities to support children's learning. They make good use of the accommodation and resources available to them. The use of planning and assessment contributes to children's very good progress towards the early learning goals. Staff's enthusiastic approach to the activities encourages the children to participate.

Leadership and management is very good. The staff work well together as a team and are deployed effectively throughout each session to maintain a calm and stimulating environment. Staff are encouraged to attend training to further develop their knowledge of early years and the foundation stage. Staff have clear defined roles and responsibilities within the setting which allows staff members to have responsibility for specific areas, for example Special Educational Needs.

Partnership with parents is very good. Parents receive information about the setting and the education their child will receive. There is also a notice board for parents with a variety of information about the pre-school, its policies and other relevant items. Information regarding the children is shared verbally at the beginning and end of each session and a termly report. Parents are invited to contribute to their children's education by helping within the group on a voluntary basis or serving on the management committee..

What is being done well?

- Children are confident, motivated and eager to participate in all of the activities. They relate well to each other and adults, are well behaved and able to share the resources and take turns in the activities offered.
- Children's spoken language and writing skills are developing well as a result of the good range of planned activities and adult interaction. Most children are able to recognise their names and are beginning to understand that print carries meaning.
- Staff provide a good range of activities to promote children's knowledge in number, addition and subtraction, planning ensures that children learn through a range of activities that are fun. Children are able to count confidently up to ten and some are able to count beyond this.

- Children are given opportunities to learn from first hand experiences and they are able to use their senses within the activities offered.
- Staff use consolidation techniques through repetition, questioning and activities to enhance children's learning.
- Staff work well together as a team.

What needs to be improved?

- Staff's knowledge and understanding of the Foundation Stage and Stepping Stones.

What has improved since the last inspection?

All key issues have been addressed.

There are regular opportunities for exchanging information with parents, both formal and informal.

Children are making very good progress in all areas of Communication Language and Literacy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children are confident, motivated, interested and keen to participate in the activities and resources offered. They are able to work independently and in co-operation with others. They are well behaved and have a good understanding of right and wrong. They show care and consideration to each other within their play. Children relate well to each other and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's development in communication, language and literacy is very good. Staff's interaction within the activities ensures that their spoken language and writing skills are developing well. Children are able to recognise their names on name cards and are beginning to recognise that print carries meaning. They listen to and respond to stories with enjoyment, they are confident and encouraged by staff to put forward their ideas and observations during group activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Mathematics is effectively planned and opportunities are taken to re-enforce mathematics through everyday play opportunities. The children confidently count to 10 and beyond and recognise numerals up to 10. Staff provide a wide range of activities to reinforce number, subtraction, addition, shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children talk confidently about personal events within their lives. Themes and activities ensure that children are developing their knowledge about other cultures and traditions. Children are confident in their design and making skills, planning ensures that children access a range of construction materials. The children are confident in their use of the computer and other technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children use a variety of equipment to encourage physical development and self confidence. They use a range of tools confidently. Children are confident and capable when undertaking routine activities and show a good awareness of personal hygiene. Children have good co-ordination skills and understanding of space, they move with confidence and ease around the nursery building, using the climbing frame and whilst enjoying outdoor play.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children's progress in creative development is very good. Children express themselves freely through role play and are given opportunities to use their imagination in everyday activities. They respond with enthusiasm to new activities and are confident in expressing their thoughts and feelings. Children experience a good selection of resources and activities to explore a range of media for example paint, collage, sand, water, and play dough and they have planned access to musical instruments.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There is no significant weakness to report but consideration should be given to improve the following:
- improve staff's knowledge and understanding of the Foundation stage, Early Learning goals and Stepping Stones.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.