



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200780

DfES Number: 585176

INSPECTION DETAILS

Inspection Date 16/10/2003
Inspector Name Valerie Jean Edward

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name STEPPING STONES PRE-SCHOOL (NUNEATON)
Setting Address WHITESTONE INFANT SCHOOL
MAGYAR CRESCENT
NUNEATON
WORKS
CV11 4SQ

REGISTERED PROVIDER DETAILS

Name Mrs Diane Friswell

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 1997. It operates from two rooms in a mobile building within the grounds of Whitestone Infants School on the outskirts of Nuneaton town. The pre-school have use of the community centre, which is also situated on the school site. There is an enclosed outdoor play area adjacent to the premises. The pre-school serves the local area.

There are currently 69 children from three years to four years on roll. This includes 63 funded children. Children attend for a variety of sessions. There are no children with special needs or who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09.00 until 11.30 and 12.30 until 15.00.

Nine members of staff work with the children. Over half the staff have early years qualifications to NVQ level 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership. The pre-school are members of the Pre-School Learning Alliance.

How good is the Day Care?

Stepping Stones Pre-School provides good care for the children. Staff work very well together as a team and there is a high adult ratio of staff to children. Interaction between staff and the children is excellent. The environment is warm and welcoming with space and resources organised well.

Staff are deployed effectively and are vigilant about children's safety at all times. They are active in promoting good health and hygiene and there are good arrangements in place for administration of medication and for children if they are ill. Staff promote healthy eating and provide snacks accordingly.

A broad range of stimulating activities is provided, which support children's

language, mathematical thinking, imagination and creativity. Children can make decisions, explore and investigate; they are involved and interested in their play. There is a wide selection of toys and materials that promote equality of opportunity. There are good procedures in place for behaviour management with good behaviour being praised and encouraged.

Children with special needs are welcomed into the provision and there is a good system in place for the identification and assessment of children with special educational needs. However, the written special needs statement needs to ensure children with disabilities are included.

Parents and staff have a very good relationship. Children are looked after according to parents' wishes and there are good procedures in place to keep parents informed about the provision and their children. All parents receive a home visit and an information booklet about the provision; regular newsletters and all policies and procedures are available for parents to read.

What has improved since the last inspection?

At the last inspection it was agreed that a written risk assessment would be devised. There is now a written risk assessment in place.

What is being done well?

- Provision of resources and activities that are stimulating and fun and provide sufficient challenge to meet the needs of the children. Staff and resources are organised very well and there is excellent interaction between the children and staff.
- There are comprehensive policies and procedures resulting in the safe and efficient management of the pre-school, which are shared with parents.
- Healthy eating is promoted with the snack table being open for most of the session when children can help themselves to a snack and select and pour their own drinks.
- Staff work very well in partnership with parents and carers to meet the needs of the children and they are kept very well informed about their child's progress. A warm and welcoming environment is provided for parents and children.

What needs to be improved?

- special needs statement to ensure children with disabilities are included.

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
10	ensure special needs statement includes children with disabilities.

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

How effective is the nursery education?

Stepping Stones Pre-School provides a happy and welcoming environment where children make very good progress towards the early learning goals. This is a result of the skilful methods used by staff to engage children's interest and to foster their independence and self-esteem.

The quality of teaching is very good. Staff have a secure understanding of the foundation stage and provide a stimulating range of practical activities to help children learn. Planning and assessment systems provide a framework to help children make progress. Staff work well alongside the children and have high expectations of their behaviour. There are very good systems in place to support children identified as having special educational needs. They need to develop the children's learning about changes to their bodies after activity.

Leadership and management are very good, staff are very clear on their roles and work well together as a team. Staff are positively encouraged and supported to undertake further training. There are good systems in place to assess the pre-school's own strengths and weaknesses.

Partnership with parents and carers is very good. Parents and staff have a friendly relationship. Children are looked after according to parents' wishes and there are good procedures in place to keep parents informed about the provision and their children. A warm and welcoming environment is provided.

What is being done well?

- Children's personal, social and emotional development is excellent. They are developing self-confidence and showing an eagerness to learn. Behaviour is excellent.
- Staff's clear understanding of the early learning goals leads to well planned activities, which engage and sustain children's interests and efforts.
- An excellent range of activities and competent teaching ensure that children are progressing well in knowledge and understanding of the world.
- Staff set challenges for all children that are stimulating and fun and increase their thinking and skills.

What needs to be improved?

- Opportunities for children to recognise changes in their bodies when they are active.

What has improved since the last inspection?

Very good progress has been made since the last inspection; the introduction of Jolly Phonics enables children to move forward in communication, language and literacy. Regular singing sessions including clapping out sounds to introduce children to patterns with rhythm and rhyme. Opportunities for children to distinguish familiar sounds in the environment and for them to take part in story telling by encouraging them to sequence events of the story and to complete ends of familiar stories.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved, developing self-confidence and are eager to learn, becoming involved in their activities. They are forming good relationships with staff and each other and are becoming sensitive towards each other. They are developing awareness for their own needs and the needs of others through resources and topics.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are beginning to listen and communicate and are extending their knowledge of vocabulary. They are developing an understanding that print and pictures carry meaning and is read from left to right. They show an interest in books, they listen well and respond to stories and rhymes, taking an active part. Children are beginning to recognise letters and their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers as part of their everyday routine and are beginning to recognise numbers and count up to 10. They are beginning to develop an understanding of addition and subtraction and of size and quantity. They are developing mathematical ideas to solve a problem. Children are beginning to recreate simple patterns through a range of resources and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials using all their senses and to look closely at similarities, differences, patterns and change. Children build and construct with a range of objects, selecting appropriate resources, tools and techniques to shape, assemble and join materials. They are beginning to develop a sense of time and past and present events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing skills in control and co-ordination as they move confidently and imaginatively and show an awareness of space. They use large and small equipment to develop their finer and larger motor skills, handling tools, objects and malleable materials safely and with control. However, learning to recognise changes to their bodies when they are active needs to be developed.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children can sing simple songs from memory and recognise repeated sounds and sound patterns. They use their imagination in movement, art and design and role play. They explore colour, texture, shape, form and space in two and three dimensions. Children are beginning to respond in a variety of ways to what they see, hear, smell, touch and feel.

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:

- Point for consideration.
- Develop opportunities for children to recognise changes that happen to their bodies when they are active.

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.