



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218625

DfES Number: 539794

### INSPECTION DETAILS

Inspection Date	10/11/2004
Inspector Name	Dianne Lynn Sadler

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Stepping Stones Pre-School
Setting Address	Alrewas Village Hall Wellfield Road Alrewas Burton on Trent

### REGISTERED PROVIDER DETAILS

Name	The Committee of Stepping Stones Pre-School Committee
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### ORGANISATION DETAILS

Name	Stepping Stones Pre-School Committee
Address	Stead House, 17 Cotton Close Alrewas Burton-on-Trent Staffordshire DE13 7BF

## 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 1992 and operates from rooms within a village hall. It is situated close to the centre of Alrewas village. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 15.00 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 59 children aged from 2 to under 5 years on roll. Of these 27 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports children with special educational needs, and who speak English as an additional language.

The pre-school employs seven staff. Five of the staff, including the manager hold appropriate early years qualifications.

### How good is the Day Care?

Stepping Stones Pre-School provides good quality care for children. The pre-school offers a warm, welcoming environment and makes good use of space available to meet the needs of children. There is a well written operational plan containing all relevant records and mostly accurate policies and procedures. There is a good range of toys, furniture and equipment available, easily accessed by children.

All hazards have been identified and minimised, creating a safe environment where children feel safe and secure. Good hygiene practices are in place and children's dietary needs are met well, according to the wishes of parents. There is a wide range of resources reflecting positive images. Routines and boundaries are clear and understood by children, with praise and encouragement being used to reward positive behaviour.

Activities are very well planned and presented imaginatively, covering all areas of learning. The interaction between adults and children is very good, with adults

listening to what children say and do. All the children are included and valued, especially children with special needs, whose individual needs are met well and children from other cultures.

The pre-school develops good relationships with parents. The staff work closely with parents to ensure the children's individual needs are met according to parents wishes. There are effective procedures in place for sharing records with parents and keeping them well informed.

#### **What has improved since the last inspection?**

At the last inspection the playgroup were required to develop an action plan detailing how the care of children over eight years would not adversely affect the care provided for children under 8 years of age. The pre-school no longer cares for children over eight years.

#### **What is being done well?**

- The planning and presentation of activities and stimulating play opportunities which cover all areas of learning is good.
- The interaction between adults and children is good, adults listen to what children say and do and children respond well.
- The inclusion of all children ensures their individual needs are met and they feel valued and secure.
- The partnership between staff and parents is good and ensures good liaison between home and playgroup and children are cared for according to parents wishes.

#### **What needs to be improved?**

- the arrangements to review and amend policies and procedures and to obtain parental permission to seek emergency medical treatment and advice.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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
2	Ensure children's times of arrival and departure are recorded.
7	Ensure written permission is gained from parents to seek emergency medical treatment and advice.
13	Review and amend the child protection policy to ensure it complies with Area Child Protection Procedures (ACPC) and includes appropriate procedures to be followed in the event of an allegation against staff or volunteers.

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

### How effective is the nursery education?

Stepping Stones Pre-School provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of the teaching is very good. Staff have a very good understanding of the foundation stage and organise clear, concise educational plans. A stimulating environment is offered to children, which promotes choice and independence. Activities are well planned, stimulating and presented imaginatively. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings although resources to encourage children's free writing are limited. Staff manage children's behaviour appropriately setting clear boundaries which are understood by children. There are good plans in place to ensure children with special needs and with English as an additional language are included. Staff use the available space effectively and there is a wide range of resources available and easily accessed by children.

The leadership and management of the pre-school are very good. Staff work well as a team and there is effective communication and a commitment to further training. The manager has good knowledge of the staffs strengths and weaknesses. A well planned programme of staff development is in place, aimed at evaluating and improving teaching.

The partnership with parents is very good. Parents spend time communicating with staff both formally and informally about their children and are well informed about the provision. There are also good opportunities for parents to receive and discuss information about their children's development. Parents are encouraged to participate and be involved in their children's' learning, ensuring good links between home and pre-school.

### What is being done well?

- Staff listen to what children say and extend their learning by encouraging them to think and express their ideas and feelings.
- Staff manage children's behaviour effectively, setting clear boundaries understood by children.
- Staff work well as a team. There is good communication and commitment to improving the education for all children.
- Staff provide very well planned activities in an imaginative manner, which ensures children are interested and motivated to learn.
- Staff develop good relationships with the parents, who are encouraged to participate and influence the children's' learning, ensuring good links between

home and pre-school.

**What needs to be improved?**

- the provision of resources for writing, which are easily accessed by children, to give them the opportunity to write for a variety of purposes.

**What has improved since the last inspection?**

Not applicable, as this is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are involved in a stimulating range of activities that help them progress and motivate them to learn. All are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent and are able to choose between activities, select resources for themselves and take care of their personal needs. Children behave well and are able to take turns, share and are learning to show respect for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children take part in a variety of activities which develop their listening skills. They are able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. Children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict. Children are able to recognise and attempt to write their own names. However there are limited opportunities for children to write for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to learn about number through a range of well planned and spontaneous activities. Some children count confidently to ten with meaning and are able to recognise numbers up to ten and beyond. Children are developing an understanding of calculation in planned and spontaneous situations on a daily basis. All children are using mathematical ideas to solve problems and are able to recognise shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to discuss their families past and future events with confidence. They are able to investigate and explore a range of man-made and natural materials. Children are able to observe the natural world and the community in which they live. They grow plants from seed and investigate bugs and insects. Children are learning about their own and other cultures and beliefs during spontaneous and planned play.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well planned physical play sessions daily, both indoors and outdoors. They are developing a sense of space, and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools is freely accessible to develop hand and eye co-ordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste touch and feel. All children are encouraged to use their imagination and express their ideas thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.	

**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 are no significant weaknesses to report, but consideration should be given to improving the following
- provide easily accessible resources for writing to enable children to write for a variety of purposes.

*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.*