



Office for Standards  
in Education

## DAY CARE INSPECTION REPORT

URN 251670

### INSPECTION DETAILS

Inspection Date 09/05/2003  
Inspector Name Caroline Valerie Novak

### SETTING DETAILS

Setting Name Stepping Stones Pre-school  
Setting Address The Rear of Exning County Primary School  
Newmarket  
Suffolk  
CB8 7EW

### REGISTERED PROVIDER DETAILS

Name Ms Sarah Newman

## **ABOUT THE INSPECTION**

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

### **Information about the setting**

Stepping Stones Pre-School operates from single storey premises in the grounds of Exning County Primary School, on the main street of Exning village. The pre-school serves the local area and nearby community. The group is registered for 26 children aged from two to under five years. There are currently 31 children from three to five years on roll. This includes funded three and four year olds. Children attend for a variety of sessions. A small number children have special needs and the group offers support for children who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09:20 am until 13.15 pm, this includes an optional 'lunch club'. Five members of staff work with the children on a regular basis. Two have early year qualifications and three staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### **How good is the Day Care?**

Stepping Stones Pre-school provides good quality care for children aged two to five years. Staff give high priority to ensuring that children are safe both inside and outside the nursery. They carry out monthly Health and Safety checks as part of the risk assessment procedure. The child centred environment and careful planning of the curriculum enables children with special needs to engage in the full range of activities provided. There are procedures in place to ensure staff have a consistent approach to their work, such as good induction training for new staff, a detailed operational plan and regular staff meetings. Staff development is a high priority and more experienced members of the team have regular opportunities to take a lead role in presenting the curriculum. Relationships between adults and children are very good. The effective key worker system enables staff to establish consistent relationships and provide activities that meet the needs of all children. Children engage in free flow play, choosing and initiating their own activities to pursue their own interests. The child accessible equipment and resources are all well labelled to help children begin to make links with the written word. Preparation of activities before children arrive each day is very good. Staff make note of aims and objectives and have all the necessary resources available, to ensure the smooth running of the activity.

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

The setting did not receive any actions for improvement at the last inspection. However, since the last inspection the team have continued to update their training through workshops and training courses. The manager has now graduated with a BA Honours degree in Early Childhood Studies.

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

Children are motivated and keen to participate in a wide range of activities that they initiate and organise themselves. Staff's observations of children at play are used to inform planning of future activities to help them make good progress (Standards 3) The personal development of the staff team is a high priority within the setting. New staff receive detailed induction training, whilst more experienced staff are given regular opportunities to develop their skills further and take a lead role in presenting the curriculum (Standard 2). Staff work with families and other agencies to ensure that children with special educational needs make good progress all areas of the curriculum. Their independence is promoted through the carefully planned environment and free access to equipment and resources (Standard 10).

### **An aspect of outstanding practice:**

All members of the staff team have an excellent understanding of how young children learn. This enables them to provide a wide range of practical, meaningful activities for children to explore, building upon their natural curiosity as learners. They encourage children to become independent learners through the provision of a child centred environment, which allows children to develop their language and mathematical thinking through problem solving and decision making (Standard 3).

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

the system for informing parents of the administration of medication (Standard 7). the information available to parents to enable them to contact Ofsted in case of concerns (Standard 12). the procedure for dealing with any allegations of abuse against a member of staff or volunteer (Standard 13).

### **Outcome of the inspection**

Good

## **WHAT NEEDS TO BE DONE NEXT?**

### **The Registered Person must take the following actions by the date shown**

Std	Action	Date
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### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
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7	update medication administration records to include parent's signature acknowledging the dosage on each occasion it is given.
12	update the complaints procedure to include details of how to contact Ofsted.
13	update the child protection policy to include a procedure for dealing with allegations of abuse against a member of staff or volunteer.

## **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.*