

# Stepping Stones

Inspection report for early years provision

---

**Unique reference number**

EY301561

**Inspection date**

16/05/2011

**Inspector**

Teresa Todd

**Setting address**

Boroughbridge Primary School, York Road, Boroughbridge,  
York, North Yorkshire, YO51 9EB

**Telephone number**

07921 218287

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Stepping Stones was registered in 2006 and is one of three settings in the locality owned by the same private provider. It is located in a single storey building within the grounds of Boroughbridge Primary School in the residential area of Boroughbridge near York.

The setting is registered to care for a maximum of 50 children aged under eight years at any one time. All of whom may be in the early years age range. The setting currently takes children from three months of age and also offers care to children aged eight years to eleven years. There are currently 55 children on roll. Of these 21 are aged under eight years and of these 21 children are within the early years age range. The setting provides funded early education for three and four year olds. It also operates a crèche facility to support parents who are attending courses within the onsite Children's Centre, as well as a Breakfast and Out of School Club. The setting is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year.

The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Four staff hold an appropriate early years qualification to level 3 and one has a level 2 and is working towards a level 3. The setting receives support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are safe and secure and enjoy their learning in this welcoming family orientated setting. Staff have an in depth knowledge of each child's needs and interests. Children's welfare and learning are successfully promoted and children make good progress in their learning and development. Systems for utilising observations and assessments for the setting as a whole are developing. Highly effective partnerships with parents and carers contribute to inclusion and children's individual needs being fully supported. Management and the staff team are committed to evaluating the provision to ensure continuous improvement is effectively maintained.

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

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

- develop further a systematic and routine approach to using the information from observations and assessments, with specific regard to identifying learning priorities and informing the planning for provision and practice in the setting as a whole.

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

Safeguarding procedures have recently been updated, are secure and are implemented well in order to protect children. All required checks have been carried out on staff to assess their suitability to work with children. All staff have completed safeguarding children training and this is also included within staff induction procedures. The system to manage access to the premises is effective and detailed risk assessments ensure all potential hazards are minimised. The daily transition to school is handled securely and sensitively and is differentiated by the age of the children.

The setting positively promotes equality and diversity. The provision is well resourced and staff are effectively deployed to ensure good and consistent levels of support. Good arrangements are made to meet the needs of children with special educational needs and/ or disabilities.

The staff team are very friendly, motivated and committed to improvement. They are fully involved in planning and developing practice through staff meetings, appraisals and regular discussions. Improvement plans are in place reflecting the views of parents, carers, staff and children. For example in response to feedback from the parental questionnaire, a home to setting diary is now being used. This is successful in supporting children's individual needs. However, systems for analysing the observations and assessments of children to develop the setting as a whole are not fully developed. This is a small part of the self-evaluation process and as such has a minor impact on its effectiveness.

Engagement with parents and carers is highly effective and is a strength of the setting. Parents and carers hold the setting in high regard and value what staff do for their children's learning and development. Partnerships with the host school and on site Children's Centre are good. They effectively support children's transitions to school and meeting family's needs. Staff are aware of the planning in the school's Early Years Foundation Stage via termly meetings and daily communication, which enables them to complement activities.

## **The quality and standards of the early years provision and outcomes for children**

Children are enthusiastic, active and inquisitive learners who enjoy their time in the setting. They make good progress in their learning because staff make sensitive observations of children's achievements and interests and then plan the next steps

in their learning. Children's 'learning journeys' are well supported with written observations and photographic evidence. Individual progress is summarised at the end of each term on the Local Authority's recommended tracking sheet.

Children's learning and development is supported by staff who provide good role models. They listen carefully to young children, respond positively to their early speech patterns, ask open-ended questions and give time to respond. This helps children to think and reason for themselves. Most children listen with interest at singing and story time. This is because there is good use of interesting props to engage the children, for example finger puppets of The Three Little Pigs. Their creative development is nurtured as they access the musical instruments. Children are beginning to count and use numbers in familiar contexts for example in parking places in the outside area. Staff make the most of counting and problem solving opportunities in everyday routines for example during snack time. Children are able to select from a broad range of toys and books, both indoors and outdoors, which fosters their choice and independence. Their awareness of the wider world is promoted well through various practical activities and resources, which reflect cultural diversity.

The children are provided with many first hand experiences, for example growing plants, visits to the shops and "Exploration Walks" around the school. Consequently, they are developing good skills for the future and knowledge of the world in which they live. Children are developing a good knowledge and understanding of healthy lifestyles and are encouraged by the staff to develop good personal hygiene routines. They are developing a good sense of personal safety and understand the rules as staff explain the possible dangers and consequences of their actions. Children cooperate and share while they play; they have clearly developed positive relationships with the staff and firm friendships with each other.

## 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*

### The overall effectiveness of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 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 |
|--------------------------------------------------------------------------------------------------|-----|