

# Stepping Stones Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	28/06/2011
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<b>Setting address</b>	C/O Epworth Primary School, Birchfield Road, Epworth, Doncaster, DN9 1DL
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Stepping Stones Pre-School first opened in 1985 but re-registered in 2010 as a result of a change of premises. The setting is operated by a voluntary management committee. It operates from one room in Epworth Primary School. There is access to an outdoor play area. The pre-school is on the Early Years Register and a maximum of 20 children may attend at any one time. There are currently 61 children on roll. The setting supports children for whom English is an additional language and children who have special educational needs.

The pre-school is open each weekday from 9am to 11.30am and 12noon to 3pm during school term time. There are six permanent staff working with the children, all hold or are working towards a relevant early years qualification. The setting receives support from the local authority and has achieved their Steps to Quality Level One.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Stepping Stones Pre-School provides a stimulating environment where children make good progress in their development and learning. Most aspects of the learning provision are effective. Evaluation is on-going and includes the views of staff, children and parents. The information gathered is well used to make continual improvements to the service they provide. Effective safeguarding procedures ensure children's welfare is promoted successfully. The setting establishes strong relationships with parents, work well with other agencies and make links to other providers where children attend, which all benefit the well-being and progress made by children.

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

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

- develop further the planned observations of children's progress to ensure all areas of learning are assessed more frequently.

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

There are clear procedures in place to safeguard children's welfare. These include thorough appointment and checking procedures for all staff and good quality risk assessments including daily safety checks. Staff are very vigilant to children's safety and closely supervise all arrivals and departures at the setting. Staff attend training in how to safeguard children and are alert to any signs that may cause them to be concerned about a child's welfare. Staff undertake relevant qualifications and training which helps to enhance the provision. They are

continually reflecting upon their practice and make on-going improvements, such as the development of the outdoor area. Parents' views are canvassed through questionnaires and many suggestions made by them are implemented. Staff review the activities that promote children's interests and use this information to extend their learning. Children with special educational needs are well supported because staff work very closely with other agencies and parents to identify how to extend their learning. Notices in various language that reflect the children who attend, welcome them and their parents as they arrive in the pre-school. Staff use a number of good strategies to support children for whom English is an additional language, such as sourcing specialist equipment which will translate stories.

Staff make good use of the space available and the learning environment is interesting. Through the use of recycled materials and activities, such as planting, the children become more aware of the importance of being careful with resources. There is a wealth of good quality information available to parents. They receive a useful booklet and a full induction for them and their child. Parents are very complimentary about the pre-school and are happy with their children's achievements. They know they can see their child's key worker and written progress files at any time, but also are given the opportunity to attend open mornings, where they can talk to staff in more detail. Parents are encouraged to share information about what their children do at home and will work with staff to aid children's learning. The setting work closely with a number of outside agencies and services. The pre-school also liaise with other settings that children also attend. There is a link book used and relevant information is shared which benefits the learning, development and well-being of the children.

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

Children enjoy their time at the pre-school and they progress well. They experience a wide range of indoor and outdoor activities, some adult led, but often initiated by their own interests. Staff support and help to extend their ideas and learning successfully. For example, children are supported with sustained play activities when building rockets. Staff role model new skills, such as how to successfully fix one box to another. A baseline assessment of children is completed and there are a number of methods used to note children's progress and plan for their progression. These include planned observations which are completed periodically, although over a period of time children's progress across each area of learning is not always noted and so any gaps in their experiences and achievements may not always be identified. Children learn about the benefits of having a healthy lifestyle. They are extremely active outdoors and have a good range of equipment to develop their physical skills. They take part in 'wake up and shake up' physical activity sessions where they learn about the effects of exercise on their bodies. They understand about hygiene routines, that they should always wash their hands before eating, for example, and routines are effectively

supported and promoted by staff. Snacks given are healthy and fresh water is readily available to children.

Children start to learn about their own safe boundaries. For the most part they negotiate the space safely, for example, when using bikes outdoors. Staff teach children how to safely use equipment such as scissors and make sure children are aware of safe boundaries. The pre-school invite visitors, such as fire fighters to talk to children about safety issues and this helps to enhance their understanding. Staff are friendly, approachable and positive and children behave well. Staff eat their lunch with the children, which is an important sociable time when children learn about appropriate behaviour in a positive atmosphere. Children have their own coats pegs, trays and name cards which gives them a sense of belonging. Children show confidence and are becoming increasingly independent. They are proud of their achievements and many are excited to show staff things they have made. Discussions take place with children across all activities and the setting also follow the 'Every Child a Talker' programme, where small group work helps develop children's listening and language skills. Mathematical language is well promoted during play by staff; there are many numbers in the environment and children count well. For example, a game of hopscotch helps counting and recognition of numbers. Children's interest in the natural world is effectively fostered by planned real life experiences, such as seeing baby chicks hatch and grow. A wide range of activities, such as painting, collage, playdough and imaginative play help to effectively promote children's creativity.

## 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

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### 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

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