

Sapcote Stepping Stones Pre-School Playgroup

Inspection report for early years provision

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Inspector	Catherine Sharkey
Setting address	The Methodist Church Hall, Leicester Road, Sapcote, Leicester, Leicestershire, LE9 4JE
Telephone number	07714 296127
Email	claire.steppingstones@gmail.com
Type of setting	Childcare - Non-Domestic

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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*.

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.

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Description of the setting

Sapcote Stepping Stones Pre-School registered in 1993. It operates from two rooms in the Methodist Church Hall in the village of Sapcote. Children share access to enclosed outdoor areas. The pre-school serves the local community and surrounding area. The group opens for five days a week during school term times from 9.15am until 12.15pm. Extra sessions are offered in the spring and summer terms for children who will be starting school the following September.

A maximum of 28 children may attend the pre-school at any one time. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 35 children on roll, 23 of whom are in receipt of early education funding. The setting supports children with special educational needs and/or disabilities and has no children for whom English is an additional language.

Five permanent members of staff work with the children. Most staff have appropriate early years qualifications. The pre-school receives advice from a mentor teacher and the local authority early years advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making very good progress towards the early learning goals. This is because staff know the children very well and plan in accordance with their individual needs and interests. Staff regularly evaluate the provision and are able to make continuous improvements as a result. There is an excellent partnership with parents and carers. They are fully involved in their children's learning and have many opportunities to contribute to their records and observations which helps staff to plan effective next steps for the children. Most parents are involved in helping to evaluate the provision.

What steps need to be taken to improve provision further?

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

- further extend opportunities for parents to comment anonymously on provision in the nursery so that all their opinions can be noted

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well in the pre-school because staff are vigilant and ensure children move safely around the premises. Very effective policies are in place and all staff are aware of their implementation. Comprehensive security procedures, rigorous staff vetting and regular risk assessments protect children

from harm. Medical consents and accident records are signed by staff and parents, which further protects children. No visitors have unsupervised access to children.

The pre-school is very well organised, using two rooms and safe, enclosed outdoor areas very efficiently to set out a wide range of exciting and stimulating resources. Children access these easily and ask for others they may need. Staff's detailed knowledge of the early learning goals enables them to use all the resources to the best effect to allow all children to progress at their own level and pace. Moveable display boards are used very well so that children can see their work and reflect on their learning.

Staff work very well together as a team, meeting regularly to evaluate the provision and take action to improve it. The Manager acts as a mentor and all staff cascade information following attendance on courses. They are all very well motivated and committed to continuous improvement. The previous recommendations have been fully addressed. For example, assessment and planning of next steps is now extremely detailed for all children.

Partnerships with parents and carers is excellent. The pre-school involves parents in their children's learning through inviting their contributions to written records, observations, children's learning at home and comments on provision. Staff would like to encourage more parents to offer their opinions so that they receive an overall view of their provision. Parents are involved in trips and events, such as, a treasure hunt through the village. They share information on their child's starting points and individual needs and interests. The pre-school makes each family feel valued through their contributions. They receive very detailed written and verbal information on how children learn through play and their own child's progress. The pre-school has close links with other settings and primary schools, sharing information, aiding transition very well and taking part in events together.

Children with special educational needs and/or disabilities are supported very well in the setting. Staff work closely with parents and other professionals and children gain confidence and make very good progress as a result.

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

Children really enjoy their activities at the pre-school as they are well planned, fun and include all aspects of the early learning goals. They learn early reading and writing skills and mathematical skills through a wide range of stimulating and challenging games, activities and everyday situations. They learn about the natural world and seasons by exploring objects, such as, fir cones, nests and leaves. First hand experiences develop children's knowledge of the community and the wider world. For example, a visit from a police officer, visits to the Post Office, a farm and the library. Staff develop children's awareness of sights and sounds around them very well through the use of a 'sensory tree' hung with interesting items, listening games and looking for things on walks. They learn technological skills well through the use of exciting push button toys and musical instruments. Meticulous detail in observations and records which inform planning, means that children are

able to achieve their maximum learning potential.

Children feel safe and secure in the friendly and welcoming atmosphere of the pre-school. Staff are kind and caring and comfort children if they are upset. Key persons know their small groups of children very well, providing security and continuity for children. They all move confidently around their environment, asking staff for help with activities or for things they need. They have individual settling in plans and happily join in with songs and talk to staff which shows they feel secure.

Children learn about healthy food and hygienic practices through a wealth of activities, displays, songs and discussion. They are given fruit and other healthy food at snack time and have access to water throughout the sessions. They wash their hands at appropriate times and follow excellent examples set by staff. Parents are given information on nutritious meals and are encouraged to use good practice with children at home. Exemplary policies ensure children's health and well being. They have outdoor play at each session and are developing their physical skills very effectively through the excellent use of high quality equipment and activities.

Children's behaviour is excellent. They show a very good awareness of each other's needs, playing well together and cooperating to achieve results. For example, two children helped each other to tip up a bucket to make a sandcastle. Children take good care of the resources and are careful not to bump into each other when riding bikes. They are given confidence through praise and encouragement and learn independence by putting on their own coats or deciding when to have their snack. When children first start at the pre-school, they bring in an 'All About Me' box containing their favourite things, which shows they are valued and gives them a link between home and pre-school. They learn about other cultures, countries and festivals, such as, Diwali, through exciting activities, music, dance and dressing up. Parents are invited to share information, cooking and artefacts related to their countries or cultures. This extends children's knowledge of the wider world.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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