

East-The-Water Stepping Stones Pre-School

Pollyfield Community Centre, Avon Road, BIDEFORD, Devon, EX39 4BL

Inspection date	24/09/2013
Previous inspection date	12/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide activities they know which will engage children's interest to help them to feel safe and secure.
- Staff organise the environment giving children plenty of space to freely and safely move between areas as they make choices in their play.
- Children are happy and confidently play well together in small friendship groups.
- Staff plan activities that maintain children's interests.

It is not yet outstanding because

- The information staff gather from parents is based around children's care routines and less so about children's development to help them plan next steps for learning.
- Links with other early years settings that children attend have not been fully established to support continuity of care.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas in the pre-school and outside.
- The inspector undertook a joint observation with the manager.
- The inspector held meetings with the manager, staff and parents.
- The inspector scrutinised documentation, including children's records, staff records, accident records, fire evacuations, some policies and action plans.

Inspector

Sara Frost

Full Report

Information about the setting

East-The-Water Stepping Stones Pre-School registered in 2012. The pre-school is managed by a voluntary committee. It operates from a separate building in the grounds of the Pollyfield Community Centre in Bideford, Devon. It is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The pre-school offers care to children aged from two to five years. There are currently 25 children on roll, all of whom are in the early years age range. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. It is open each weekday from 8.30am to 3.30pm, term time only. The pre-school employs five members of staff, who all hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop partnerships with other early years settings to provide continuity in sharing information about children's development and progress
- develop initial information obtained from parents in relation to children's development to aid planning from the start.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff effectively use their knowledge of children's interests to organise activities and learning experiences within the pre-school which they know will engage the children. As a result children enter the building with ease and seek out their favourite things to play with. Planning shows all areas of learning are covered, which promotes individual children's learning and development well. Staff encourage parents to share in their child's learning. For example, they are invited to share their child's achievements at home as well as contribute to their child's learning plans, which are sent home each term. They also have access to their child's learning journals whenever they wish. Staff invite parents to share initial information about their child's care needs when they join the pre-school. However, they do not make full use of this opportunity to gather details about children's starting points and learning needs to help them plan to support the children to make good progress.

Staff provide opportunities for children to experience and investigate textures. For

example, children explore different trays of corn flour with varying amounts of water added to the corn flour. This enables the children to discover differences in consistency. Staff skilfully engage children to describe what they feel as they build on their vocabulary using words such as 'slimy and gooey'.

Staff respond instinctively to children's comments and successfully support their developing understanding of the world. For example, when children comment on the loud lorry noise they can hear over the fence, staff spontaneously pick children up so they can see. Staff encourage children to talk about and describe the type of lorry, what it might be doing and where it might be going next.

Staff respond well as children seek their support whether it is being part of their imaginative play or helping them with the computer. Staff skilfully use the activity to encourage children to think for themselves and problem solve. For example, they encourage the children to work out the distances to place logs to be able to stride safely across without falling into 'the sea' to be eaten by the 'crocodile.' Staff effectively use the resources and environment to help children achieve. For example by using the slight sloping area, and the gentle clear explanation by the member of staff, children learn to pedal a bicycle.

Staff use group games such as 'What's the time Mr Wolf' to encourage all children to take part and use this opportunity to develop counting skills. Children learn about rhythm as they clap and sound out their names. They enjoy exploring their creativity as they play with the musical instruments, choosing their favourite songs to play and sing along with. These types of activities also encourage turn taking and listening skills, all of which are valuable skills for future learning.

The contribution of the early years provision to the well-being of children

Staff provide an environment where children feel safe and secure. This is because key staff work closely with parents to ensure they obtain full information about their child's interests and routines to tailor the children's individual care appropriately. Staff are sensitive to children's needs and confident in their practice to allow new children to explore and join in group times when they feel comfortable. For example, while most children sit playing instruments, particular children's key persons engage their interest enough to come into the area and choose a song but remain standing round the edge of the group.

Since the last inspection staff have reorganised and de-cluttered the rooms and resources which children have access to. As a result children are able to freely and safely move between the areas. The resources are stored and visible to the children, helping them to make their own choices as they play. For example, children go to boxes stored in the room to add to train sets out to build a wooden track and add more bridges, helping them develop their own imaginative play.

Children have formed strong friendships and play well together. Children's behaviour is

good. Staff have introduced systems to promote positive behaviour using 'smiley faces charts' and stickers to promote good behaviour. Older children talk about the pre-school's 'golden rules', such as being nice to our friends, 'sharing', and having 'kind hands'. As a result children demonstrate an understanding of what is acceptable behaviour.

Children learn about keeping healthy through routines practices. For example, staff promote children's understanding of hand washing to remove germs when coming in from outside and before sitting down to eat. Children are encouraged to try fresh fruit and milk by making their own fresh fruit milk drinks. Staff encourage children to make suitable choices as they choose items from their lunch boxes. For example, children are helped to take the healthier alternatives first, such as the savoury items before choosing the sweeter options. Staff continue to work with parent to promote healthy eating practices.

The outdoor area is used on a daily basis. As a result, children are provided with opportunities to promote their good health and physical skills as they climb and balance. Children learn how to keep themselves safe through planned topics as well as practising regular fire evacuations and learning how to handle tools, such as scissors appropriately.

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

Staff demonstrate a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Children are safeguarded as staff are confident in the pre-school's procedures to follow to ensure children remain safe while in their care. For example, staff supervise children closely and ensure they are well deployed to meet the children's needs. Documentation in place shows that staff have completed relevant checks to ensure they are suitable to work with children.

Significant changes have taken place since the pre-school's last inspection to improve the quality and outcomes for children. There has been a re-organisation amongst staff. The new manager has embraced the staff team's experience and knowledge and uses this efficiently to improve the provision for the benefit of the children. For example, the manager, recognising a staff member's particular expertise, delegated behaviour management as their lead responsibility. This enabled them to work with the whole staff group to help them collectively recognise the need to develop a consistent approach in their practice, to support children's well-being. As a result, staff are now clear in their approach, children have clear boundaries, are aware of the expectations within pre-school and learn to understand the consequences of their actions.

The management made a conscious decision to initially reduce the age level on admissions in order to address all the actions raised, improve the quality of the provision and get the pre-school back on track. Staff and planning meetings occur on a regular basis to evaluate their practice and drive improvement. These are used to discuss and share current planning and the pre-school's development plan. For example by restructuring the session, children who come in at various times benefit as staff ensure all areas of learning are covered throughout the day. Key staff use planning and observations to effectively build

children's interest, support their next steps for learning and track their progress. Management have introduced regular supervision sessions for staff, which are used to identify achievements and assess any additional training needs to further aid improvement. The manager has introduced systems to monitor all staff practice and this is also supported by the introduction of yearly appraisals. The manager and her staff are enthusiastic and keen. For example having made improvements to the outdoor area staff are keen to continue to develop this area further to make greater use of it for all the children.

The member of staff with overall responsibility for supporting children with special educational needs and/or disabilities tries her utmost to ensure all children are supported well. Parents comment how approachable, supportive and friendly all the staff are and how they and their children particularly like this 'small friendly setting'. Parents receive regular information, such as discussion with key staff, and the sharing of topics and learning journals. The practice of working in partnerships and making the most of opportunities to share information is not fully promoted with other early years settings that some children attend. As a result staff do not fully take advantage of all possible opportunities to work collaboratively with other settings to effectively support children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443628
Local authority	Devon
Inspection number	890022
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	38
Number of children on roll	25
Name of provider	East the Water Stepping Stones Pre-School Committee
Date of previous inspection	12/10/2012
Telephone number	01237475562

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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