

# Stepping Stones Pre School

Catholic Hall Parish Church, Norwich Road, WYMONDHAM, Norfolk, NR18 0QE

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 12/11/2013 |
| Previous inspection date | 10/03/2009 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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

- Teaching is good as children are given time to work at their own pace and complete activities to their own level of understanding, as staff sit with them, observe, do not take over or intervene, and allow them to solve things for themselves.
- Children's interaction, language and communication skills are fully supported as the staff talk with children about their play and the activities they undertake.
- The manager and staff team are highly committed and motivated as they strive for excellence. Staff are provided with support and training and they are all involved with supporting improvement.
- Staff develop close relationships with both parents and children, which helps children to feel secure and be actively engaged in activities, play well together and develop friendships with other children.

### It is not yet outstanding because

- The languages spoken by some of the children are not fully reflected in the displays and books provided in the pre-school. As a result, opportunities to extend children's use of their home language are not always fully maximised.

## 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.

## Inspection activities

- The inspector observed activities in the main playroom.
- The inspector looked at a range of records, staff suitability checks, policies and procedures, and children's scrap book progress records.
- The inspector spoke to the manager, staff and children at appropriate intervals during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of several parents spoken to during the inspection.

## Inspector

Debbie Kerry

## Full report

### Information about the setting

Stepping Stones Pre School is privately owned and opened on this site in 1994, with a change of ownership in 2008 and is registered on the Early Years Register. It operates from one room in a church hall, in the town of Wymondham, in Norfolk and is accessed via a level entrance. At the present time, there is no outdoor play area. The pre-school provides care for children from the surrounding areas.

The pre-school is open Monday to Friday and is open each day from 9.15am until 12.15pm during term time. Children attend for a variety of sessions. There are currently 30 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

The proprietor manages the provision with her deputy, and both hold an early years qualification at level 4. She employs six part-time staff and two volunteers regularly work with the children. Of these, five hold appropriate early years qualifications at a minimum of level 2.

### What the setting needs to do to improve further

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

- extend opportunities for children to use their home language in the pre-school, for example, by displaying more words from different languages and sharing dual language books.

### Inspection judgements

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

Staff inform children of the range of activities available at the session, pointing out where in the room they are so they can be easily found. Children are encouraged to develop their independence, through developing their self-care skills. Staff support them in developing their curiosity as they explore the environment by going on a 'treasure hunt'. As part of the daily routine children are taken on regular outings each day and access the park next to the pre-school to support their physical development. Children's dexterity is supported as they explore sand, build and match shapes, roll out and cut dough showing they have access to a range of materials. These learning experiences are delivered through play and children happily and readily engage in the interesting range of activities available.

Parents are involved and they contribute to their child's learning in the setting. For example, staff undertake daily discussions with the parents when they arrive and collect

their children. The children's scrap books are taken home for parents to view and add comments on their progress and learning at home. Staff undertake the progress check at age two, which helps to identify any concerns about their development so they can be supported and planned for. Children are actively engaged in purposeful play throughout the session. They enjoy a good range of freely chosen play, as well as adult-led activities. Staff are fully involved in promoting children's creative and thinking skills, as there is a high emphasis on supporting children's speech and language skills. As staff ask children questions, they interact and chat freely with them. Children have access to a range of books and staff read stories to the group, which helps to develop their interest in literacy. Staff read at a slow pace to help all children understand and allow them to join in; they use actions to demonstrate the words spoken and wait for children to repeat the words as the story unfolds. This approach particularly supports children who speak English as an additional language. There are also some labels and pictures displayed around the pre-school to help children to learn that print carries meaning. However, opportunities to extend children's use of their home language are not always fully maximised. This is because there is scope to reflect additional languages spoken by children at home, in displays and the range of books provided in the pre-school.

Staff demonstrate a clear knowledge of the Statutory framework for the Early Years Foundation Stage and the seven areas of learning. Staff have high expectations of the children and make regular observations and tailor experiences and activities to meet each child's needs. This enables them to plan activities, which effectively cover all areas of learning. As a result, all children are making good progress. Observations are recorded in scrap books, which are clearly linked to the seven areas of learning. Staff link the observations to development bands to ensure that children are reaching expected milestones for their age. They use this and their regular observations to find out where the children are in their learning and development. This knowledge is used to identify their next steps in learning so the planned activities each week are appropriately challenging. As a result, children are learning a wide range of skills necessary to help them be prepared for school when the time comes.

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

Children can have several trial visits, to help them become familiar with their key person and to develop their confidence and support their emotional well-being. Staff take time to get to know the children and their families to ensure children feel safe and secure and parents are confident to leave them. Parents are asked to complete an 'information questionnaire' to ensure all relevant information to support children's needs is obtained. The staff have also recently introduced an 'all about me' form so a clear picture of children's level of development and their achievements before they start at the pre-school, can be established. This then helps staff to plan interesting and stimulating activities for the children from the start. The key person system ensures that children have their individual needs met at all times. The pre-school has a backup key person so that there is staff ready to cover and take over the care and learning needs of children if their key person is away. This further supports children's emotional security. Support for transitions between home, other early years settings and school is good. For example, staff liaise with the local schools; children are taken to visit, and teachers are invited to meet the children

before they start school to help them in making a smooth transition.

Information about children's health and dietary needs is obtained when they start and a note of these is kept in the kitchen to inform all staff when preparing snacks for children. A care plan is put in place so children with any allergies or health needs are provided with support and their individual needs are met well. Snack is on a rolling plan which allows children to choose when they want to eat to meet their own needs. Parents provide children with their own food for snack and there are alternatives if children require more. Staff sit with children making snack time a sociable occasion, they chat freely with children and their independence skills are promoted as they competently feed themselves and pour their own drinks, which are freely available.

Children have space to use large equipment inside to support their physical development. They are taken on regular walks and outings to explore and have daily fresh air and exercise. They learn good personal hygiene routines through toileting and hand washing. They learn to keep themselves safe as staff encourage them to walk inside and to tidy away resources at the end of the session. Staff provide good role models for children as they get down to their level and give them age-appropriate explanations to encourage children to take turns and to share the toys and equipment. Children are developing strong friendships, they seek out their peers and play well together. There are resources available to help children develop their understanding of similarities and differences. Children take part in a range of activities connected to celebrations of other beliefs throughout the year.

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

Children's welfare is effectively promoted as all staff understand their role and are able to put the clear safeguarding procedures into practice when necessary. They understand their responsibilities in safeguarding children from abuse and neglect and robust policies and procedures support their good practice. The manager supports staff so that they can all attend safeguarding training to ensure that they know what to do if they should have any concerns about the welfare of a child. Local contact numbers are displayed so that staff can access them easily to ensure children are well safeguarded. The premises are secure and children's safety is promoted as the staff monitor the entrance doors at arrival and departure times. The manager has robust recruitment procedures in place to ensure that all adults working with children are suitable to do so.

The staff work well together as a team and ensure that there is good communication between staff on children's individual needs. Practice is based on a secure knowledge and understanding of the learning and development requirements and all staff support children to make good progress. All staff are involved with looking at areas for development within the pre-school and they work together to set clear targets for improvement which are measurable and achievable. These are regularly reviewed and updated when areas are achieved so that new areas can be identified for further improvement. All staff are given a job description and suitable induction procedures ensure that they are fully aware of all their responsibilities in supporting children's welfare and development. The high ratio of

staff with early years qualifications ensures that teaching is of a good quality and supports children's learning and development. Training is encouraged and staff are supported well through regular supervision and staff meetings.

Parents speak highly of the care and education their children receive at the pre-school. They know who their child's key person is and state that their children are settled and have made good progress in their learning. They are kept informed about their child's progress each day on collection through chatting with their key person and from looking at their children's scrap books. Children's interests are included in the weekly planning and staff extend these by providing resources to support their learning further. For example, when children talk about treasure maps, staff provide maps and magnifying glasses so children can go and 'hunt for treasure'. This reflects that children's views are taken seriously, valued and taken forward into the planning to support their learning and development. The pre-school has made good links with other early years settings to ensure that children have consistency of care, through the use of a contact book to exchange information about children's individual needs.

## 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY382637                 |
| <b>Local authority</b>             | Norfolk                  |
| <b>Inspection number</b>           | 878865                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 26                       |
| <b>Number of children on roll</b>  | 30                       |
| <b>Name of provider</b>            | Samantha Ann Standley    |
| <b>Date of previous inspection</b> | 10/03/2009               |
| <b>Telephone number</b>            | 01953 601168             |

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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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