

Stepping Stones Community Organisation & Pre-school

75-77 Raymond Street, Hanley, STOKE-ON-TRENT, ST1 4DP

Inspection date	15/07/2014
Previous inspection date	20/01/2014

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 fully understand how to promote children's learning and have high expectations for their achievements. As a result, teaching is consistently good and children make good progress.
- Management ensure the safeguarding of children is a clear priority, through effective procedures and recruitment of suitable staff, to provide a secure stimulating environment. This means that children feel safe and have confidence to independently explore their surroundings.
- Partnerships with parents and outside agencies are well promoted and well established. As a result, parents and other professionals make positive contributions to children's learning and support the acquisition of new skills at home.
- Children are sociable, courteous and well behaved. They understand the importance of being kind and considerate to each other, sharing and taking turns during play. Praise and encouragement from staff ensures children feel secure and included. This promotes children's emotional well-being.

It is not yet outstanding because

- Children are not always provided with sufficient opportunities to engage with activities that enable them to explore and engage with technology.

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 play and learning activities in the indoor and outdoor areas.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information, and spoke to the key persons.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector held a meeting with the manager, and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Stepping Stones Community Organisation and Pre-school was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and is run and managed by a voluntary committee. It was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the ground and first floor of a community building in Hanley, Stoke-on-Trent. The pre-school serves the immediate locality and also the surrounding areas. Children have access to an enclosed outdoor play area. The pre-school employs four members of childcare staff, including the manager. Of these, two hold appropriate early years qualifications at level 3 and two hold Qualified Teacher Status. The pre-school opens Monday to Thursday, term-time only, from 9.15am until 2.30pm. Children attend for a variety of sessions. There are currently 16 children on roll, all of whom are in the early years age group. The pre-school supports children who speak English as an additional language. The pre-school receives support from the local authority and is a member of the National Day Nurseries Association.

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 engage in activities using programmable toys and computer software, in order to enhance and enrich their knowledge of technology.

Inspection judgements

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

The quality of teaching in the pre-school is very good. Children make good progress and are supported by enthusiastic staff who have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff use skilful teaching to support children's communication and language development. For example, staff encourage children to be critical thinkers as they explore the texture and smell of a whole pineapple that has been cut up. This stimulates lots of conversation and introduces children to new words, such as 'spiky' and 'prickly'. Children's learning is well supported as staff closely supervise children's interactions and know when to intervene to help them. Children also benefit from daily letters and sounds activities and, as a result, are confident communicators. Staff ensure that children who speak English as an additional language are well supported in the pre-school. For example, the outside environment has bi-lingual phrases displayed, so that children can refer to these. Consequently, children are learning skills that prepare them for the next steps in their learning.

Resources are well maintained and stored in clearly labelled boxes or areas, so that

children can access them with ease and tidy them away when they have finished playing. However, children are not always provided with sufficient opportunities to engage with activities that enable them to explore and engage with technology. Children enjoy a good balance of child-initiated and adult-led activities. Consequently, they are active learners as they are presented with activities that offer breadth and interest across the seven areas of learning. Staff know children well, and tailor activities and the environment to support their individual interests. For example, they learn about planets and have set up a sensory area for children to explore. As a result, children are motivated to learn, and make very good progress in their learning and development. Staff compile a personal file for each child, which contains observations, assessments and a wide range of annotated digital photographs. Children's next steps are identified from observations, and are used in future planning to ensure gaps in their learning and development are effectively targeted. Staff complete the progress check for children aged between two and three years, and share these with parents to inform them about their child's progress.

Parents supply information on entry about their child's interests and personal requirements on an 'All About Me' form. Staff use this information to inform the initial planning for activities to help children make good progress from the start. Parents receive daily verbal communication about their child's day, and staff record written details about children's book choices in children's reading diaries. A downstairs children's library has been organised, so that parents can help children select books to take home. It is welcoming and stimulating for children and has seating, so that parents can sit and chat with staff. Consequently, parents are involved in their children's learning and are provided with opportunities to support this at home.

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

Children are confident and happy in the pre-school and they form secure attachments with staff. Staff explain the purpose of visitors, which helps children to understand their presence. Children are keen to show the visitor all of 'their pre-school' and proudly show off different areas. They are animated and confident as they interact with visitors and staff, and are keen to share jokes they have learnt. Consequently, children's emotional well-being is promoted well. Parents praise staff for their friendliness and approachable nature. They are pleased at how their children have settled into the routine of the pre-school. An effective key-person system means staff gather information from parents about their child to ensure their needs are known and met. This also helps children settle easily as they move from home to the pre-school.

Staff remind children to share toys and to be kind to each other. Staff have carried out a lot of work on managing children's behaviour, which has had a positive effect on the children. They have introduced stickers for rewards and children have made their own 'bus' in which to collect stars. These are displayed on the wall so children have a visual reminder of who has collected the most stars. There are other displays present in the rooms, which promote positive behaviour management. Staff refer to these when discussing 'kind hands' with children. Children negotiate taking turns with favourite resources, and are praised by staff when they use good manners, and are considerate to the needs of their friends. Children are delighted as they receive stickers for good

behaviour and this has a positive affect on their demeanour. As a result, children are polite and well behaved. Children begin to learn about managing their own safety as they carefully use knives to chop up fruit and vegetables. Older children remind others to be careful that they do not slip and offer support by holding pieces of fruit steady. Consequently, children play cooperatively together and support one another well.

The food provided to children at snack time promotes their health and meets any special dietary requirements of individual children. For example, they always have a variety of fresh fruit and are offered a choice of milk or water. Children learn about good hygiene procedures as staff explain why they should wash their hands before eating and after toileting. This teaches children to adopt good hygiene practice to promote their health and hygiene. Children's self-care and independence skills are promoted very well in the pre-school. For example, children pour their own drinks and wash their plates up at a low-level sink, ensuring that their faces are clean. Consequently, children's independence and self-care skills are promoted very well. Children have regular access to the outdoors and enjoy being outside. As a result, children benefit from fresh air and regular physical exercise. This helps to promote a children's physical well-being and their understanding about the benefits of being active.

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

Staff have a good knowledge and understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Good recruitment and vetting procedures help to ensure all adults are suitable to work with children. All visitors are required to show identification, and sign in and out of the visitors' book to ensure that a full and accurate record of everyone in contact with the children is in place. Staff are qualified, experienced and ensure children are properly supervised at all times. Risk assessments are carried out and supplemented by visual safety checks on a daily basis. This ensures effective measures are in place to eliminate hazards to children. Staff are aware of their roles and responsibilities in protecting children from abuse. The designated member of staff has attended relevant training and has a sound understanding of how to protect children from harm. This enables her to provide support and guidance to other staff to implement procedures correctly. Staff are aware of the need to restrict the use of mobile phones and cameras in the setting to ensure children are kept safe. Consequently, children's safety is promoted well.

The learning and development requirements are understood extremely well by the manager and staff. Teaching is very good and ensures that children's learning and development is given high priority. Staff are well qualified and as a team they consistently plan for and review children's learning and the experiences they provide. As a result, children's learning and development is well supported in the pre-school. Staff are keen to evaluate their provision and ensure that they continually improve this. For example, they are developing the outdoor area by including a wildlife area to provide children with different experiences and activities. Since the last inspection, and subsequent monitoring visit, the provider has implemented effective changes and actions have been successfully addressed. For example, thorough risk assessments are carried out regularly and children

have good opportunities to practise their growing physical skills. This demonstrates how committed staff are to improving their practice to ensure that children's needs are fully met. Staff appraisals and regular supervisions are carried out to ensure that staff are fully aware of their roles and responsibilities. Peer observations are carried out to monitor staff practice and teaching practice. As a result, monitoring is effective and is focused on the quality of teaching.

Partnerships with parents are well promoted. Staff liaise with parents on a daily basis to inform them of activities and observations noted. There is a good self-evaluation system in place. Staff seek the views of parents and children and use these to make changes. This demonstrates how staff are committed to improving their provision to ensure children's needs are fully met. Staff actively seek the help of outside agencies to support children who speak English as an additional language. Links with other agencies, such as the local authority, are established and accessed as required, to support children's needs.

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	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

Unique reference number	EY439671
Local authority	Stoke on Trent
Inspection number	965341
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	16
Name of provider	Stepping Stones Community Organisation Committee
Date of previous inspection	20/01/2014
Telephone number	01782 4999 49

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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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