

Stepping Stones at Captain Webb

Captain Webb Primary School, Webb Crescent, TELFORD, Shropshire, TF4 3DU

Inspection date	14/07/2014
Previous inspection date	14/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff maintain warm and friendly relationships with children and parents comment that they are happy with the care and support given to their children.
- Children are safeguarded because management implement rigorous employment procedures to make sure staff are suitable to work with children.
- Outdoor facilities are an asset, with spacious and well-equipped areas for children to explore. This positively benefits children's physical development and well-being.
- Practitioners involve parents and carers as partners in the pre-school, which provides consistency for children's care and learning.

It is not yet good because

- Children's starting points and next steps are not consistently identified. As a result, staff do not always provide children with challenging activities that are fully matched to their individual learning needs.
- Although a key-person system is in place, it is not embedded into practice and staff lack understanding of the key person's role in supporting children to develop secure attachments.
- Systems to monitor teaching and learning are not fully embedded. Consequently, planning does not provide children with a balance of purposeful adult-led and child-initiated learning.

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 activities in the playroom and the outside learning environment
- The inspector looked at children's assessment records, evidence of the suitability of adults working in the setting and a range of other documentation, including self-evaluation records.
- The inspector had a meeting with a manager and together they undertook a joint observation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Ravenscroft

Full report

Information about the setting

The Stepping Stones Pre-School Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is situated in a purpose-built premise in the Dawley area of Telford and is managed by a committee. The purpose-built bungalow is located in the grounds of Captain Webb Primary School and there is an area available for outdoor play. The nursery serves the local area and employs 11 members of childcare staff. Of these, 7 hold appropriate qualifications at level 3. The nursery opens all year round. Sessions are from 8am until 6pm. Children attend for a variety of settings. There are currently 79 children on roll, who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four - year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of observation and assessment to ensure that all staff consistently identify all children's next steps and plan a range of enjoyable learning experiences for children that match these to meet children's individual needs, interests and stage of development
- improve the key-person system so that each child has their own key person, who is available to support them and work with their parents effectively from the start of their placement
- improve monitoring of the educational programme to ensure that planned, purposeful play and learning experiences are delivered through a suitable balance of adult-led and child-initiated play.

Inspection judgements

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

Children generally enjoy their time at nursery and demonstrate a positive approach to learning, which is supported by the cheerful interactions of staff caring for them. They explore and play, displaying emerging levels of independence and self-confidence, choosing from a range of resources offered. For example, children access the mark making area and staff quickly respond to children's requests for a wider variety of pens to extend their creative and mark making skills. All children have continual access to their own enclosed area, which promotes their physical skills and independence. Consequently, they develop skills to support their next stage of learning. Children make steady progress

towards the early learning goals and are working within the typical range of development expected for their age. Staff have methods in place for observing and assessing children's development. Records for children, who have been attending for longer periods, mostly have a wide range of observations and staff attempt to identify the next steps of learning for these children. However, newer and younger children's developmental folders contain limited assessment from children's starting points. Consequently, staff are not planning effectively for these children's next steps or for children's individual needs and interests when they first start at the nursery. In addition, as the key-person system is not embedded into practice, a number of staff care for children, which further reduces the opportunities staff have to provide carefully tailored activities for individual children. Therefore, on occasions, less focus is placed on planning purposeful adult-led activities that have specific learning intentions to progress individual children. Although staff have an overall knowledge of children's individual interests and needs, they do not effectively assess or plan for these to provide suitably exciting and challenging activities.

Staff play alongside children offering support and encouragement, particularly in the outdoor area, which promotes the characteristics of effective learning. Staff are good role models and provide children with some opportunities to develop communication and language skills by asking questions and having conversations during activities and routines. For example, in the mud kitchen, children create strawberry pies and a member of staff discusses how they will bake these and asks, 'What will happen when they become hot?' Children develop early science and mathematical skills as they talk about liquid becoming solid and how long their pies will take to bake. Older children work together with staff to solve the problem of how to pull tyres across the ground. Staff discuss with children the different sizes of the tyres and present different solutions to the problem. As a result, children are able to use their critical thinking and mathematical skills well. Children's personal, social and emotional skills are developed as they work to a resolution. Staff generally have a sound understanding of the learning and development requirements for the Early Years Foundation Stage and the quality of teaching adequately prepares children in readiness for school.

Parents are welcomed into the nursery. They are encouraged to provide information about their children's level of development to enable staff to understand their child's needs from the start. An inviting entrance hall displaying photographs of children enjoying their day at nursery and a wide range of information keeps parents informed of their child's progress. Parents commented that they felt comfortable and at ease to speak with staff about their child at any time.

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

Children have many opportunities to develop their independence, which supports and prepares them for their next stage of learning. For example, they listen attentively to the tidy up song and work together to put away resources. Staff take a consistent approach in their expectations of children's behaviour, giving praise and encouragement. Consequently, children develop their self-esteem well and feel safe and valued by staff because they know what to expect. They start to develop a sense of responsibility as they

become familiar with routines and they show an understanding of group cohesion as they play cooperatively with their peers, taking turns and sharing resources. Children's emotional well-being is supported well by staff who quickly attend to children if they become unsettled. As a result, children settle well and this aids their transition from home to the nursery.

Staff support children's emerging understanding of the importance of a healthy lifestyle by providing children with lots of opportunity for physical exercise and by promoting a healthy diet. For example, nutritious snacks and meals, which include fruit and vegetables, are provided. Staff understand how to promote safety to children. They support them well with learning how to assess and manage their own risks. For example, staff supervise children and offer guidance to them as they climb, swing and roll tyres in the outdoor area. Children learn about the need for good hygiene practice as they routinely wash their hands before touching food and after visiting the toilet. Toilet training is undertaken with sensitivity and in consultation with parents. As a result, children begin to develop independence with taking care of their hygiene and managing their personal care.

All staff have an appropriate awareness of different children's needs and respond with enthusiasm and sensitivity to discussions about their needs. However, the key-person system is not well established, which does not maximise learning, particularly in the prime areas and specifically by fostering the emotional skills children need to move to other settings. However, the nursery has strong links with the primary school on site, which helps to ease transitions when children move to school.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the leaders, management team and staff. Children are kept safe as all staff have a secure knowledge of child protection procedures and their duty to protect children. They know how to report any concerns. Children play in a secure, safe environment, where staff complete daily safety checks and risk assessments. Robust vetting and recruitment procedures are in place ensuring all staff are suitably qualified and have completed the necessary checks to work with children. There is a schedule to monitor practice and identify training needs, but these systems to monitor teaching and learning are not fully embedded. For example, monitoring does not identify weakness in the quality of planning, observation and assessment.

The leadership and management team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibilities to promote the learning and development of all children. However, the manager does not routinely monitor the performance of all staff who are working in the setting. As a result, planned activities do not always provide children with challenging experiences because the information gained in observations is insufficient. This results in some children's next steps not being sufficiently precise and, on occasions, there being an imbalance between planned, adult-led learning and child-initiated activities. Self-evaluation is underway. As a result, the

manager has identified some priorities for improvement and has linked these to an action plan. This is at an early stage of development, but is progressing in the right direction as an identified element of the overall development plan.

Staff have positive relationships with parents, which ensures they have appropriate knowledge of children's likes and interests. There are suitable arrangements in place for the progress check for children between the ages of two and three years. This means that staff work with parents and identify when progress is not as expected, so that appropriate intervention can take place. Parents are complimentary about the care their children receive and the service provided. Staff understand there may be occasions when they need to work with specialised professionals to support children with special educational needs and/disabilities with their learning and development. Partnerships with the school are in place and staff know to extend these to other settings that children may also attend to ensure continuity and consistency in their learning and development.

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	EY338009
Local authority	Telford & Wrekin
Inspection number	857144
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	79
Name of provider	Stepping Stones at Captain Webb
Date of previous inspection	14/01/2010
Telephone number	01952 386776

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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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