

Stepping Stones Pre-School Kirk Ella & Willerby Limited

The Cricket Club, Well Lane, Willerby, Hull, HU10 6HB

Inspection date

Previous inspection date

11/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are confident in their teaching and provide a wide range of activities and learning experiences that fully support all children to make good progress in their development.
- Partnerships with parents are very good because there is a strong ethos of joint working. This means information about children's individual care and learning needs is shared effectively on an ongoing basis.
- All members of the staff team show a good commitment to safeguarding and protecting children. They are knowledgeable about child protection issues and provide a safe and secure environment. Consequently, children are kept free from harm at all times.
- Staff manage children's behaviour positively and provide good opportunities for them to assume responsibility. This means children have belief in their abilities and develop high levels of confidence and self-esteem as a result.

It is not yet outstanding because

- The organisation of whole group story at the start of the day is not fully effective in supporting all children to maintain their concentration and further develop their listening skills.
- Staff are not yet making best use of the outdoor area to fully support children's developing mathematical skills.

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 had a tour of the premises and observed children in the playrooms and the outdoor area.
- The inspector met with the owner and the manager, and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Stepping Stones Pre-School Kirk Ella & Willerby Limited was registered in 2002 and re-registered in 2014 due to a change in company status. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is privately owned. It operates from three rooms in the cricket club, situated in the village of Willerby, in the East Riding of Yorkshire. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 6. The owner has Qualified Teacher Status. The setting is open Monday to Friday during term time only from 9am until 4pm, according to demand. There are currently 23 on roll in the early years age group, who attend for a variety of sessions. The setting receives support from the local authority and provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- maximise the opportunities for children to sustain their concentration and further develop their listening skills during whole group story time at the start of the day, for example, by waiting until all children are present before starting the activity
- enrich the opportunities in the outdoor area for children to further develop their skills in mathematics, for example, by displaying number lines they can use for counting and signs to encourage recognition of shapes.

Inspection judgements

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

The quality of teaching in the setting is good. All children make good progress because they are supported by enthusiastic staff who have a good understanding of how children of different ages and abilities learn and develop. For example, staff skilfully support children's development in communication and language by engaging them in conversation and introducing younger children to new and more complex words, such as 'maracas' and 'two-tone block', as they explore musical instruments. Staff make good use of open-ended questions, which effectively support children to become critical thinkers. For example, staff ask children what they have enjoyed at the end of the session and give them time to formulate their responses. As a result, children become confident in using descriptive language. Good support is provided for children with special educational needs and/or disabilities, through strong partnership working with parents and outside agencies, adapting activities and the provision of one-to-one support. Consequently, all children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next

stage in their learning when the time comes.

Overall, staff provide a stimulating environment for children to play and learn. Children have access to a good range of resources and these are presented at their height, which means they can access them with ease, in order to shape their own learning. There is good use of labelling indoors and all children are encouraged to self-register using their name card on arrival, with help from their parents if needed. This means children learn to use words for meaning and in context from a young age. Books are available, both indoors and outside, for children to access to support their literacy skills. Staff read to children each day as a group. However, this activity is often provided at the start of the session when children are still arriving. Consequently, some children do not always have the opportunity to follow the whole story, and some find it difficult to maintain their concentration as other children join the group. Staff successfully encourage children to use mathematical concepts for a purpose, such as counting how many are present each day, and teaching them the names of shapes. However, opportunities for children to use these developing skills are not fully extended to the outdoor area, to further enhance their learning.

Children enjoy a good balance of child-initiated and adult-led activities. Staff give children time to explore, which means they become independent learners and develop skills in solving problems for themselves. For example, a group of older children work out how to set up a series of buckets to catch the balls they are sending down a length of guttering. As they lead activities, staff make good use of props to support children's learning. For example, when staff want children to draw a picture of their face, to promote their self-awareness, they provide a mirror so children can look at their reflection first. This enables younger children in particular to relate what they see to the marks they make. Staff compile a progress file for each child, which contains observations, assessments, annotated photographs, a termly development summary and the progress check for children aged between two and three years. Children's files are available for parents to view at all times. Consequently, they are well informed of their child's development in the setting. Parents have good opportunities to be involved in their children's learning. For example, they are able to borrow books from the setting to share at home and are asked to help their child find items at home relating to the sound of the week. This shared approach to children's learning contributes significantly to the good progress they make.

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

Staff support children's moves into the setting in a caring and considerate manner. For example, settling-in visits are offered and parents are asked to record what they know their children can do and what their interests are. This helps staff to assess children's starting points in order to tailor activities to their learning needs. It also means staff can set up activities they know children will be more likely to engage in to help them settle if they are a little unsure in the early days. Children are allocated a key person from the staff team, who supports them throughout their time in the setting. Wherever possible, this is the member of staff the child is seen to bond with the best. As a result, children are confident and happy in the setting and form secure attachments with staff, which means their emotional well-being is promoted very successfully.

Children's behaviour is managed in a positive way. For example, staff sensitively remind children to share toys and to be kind to each other. As a result, children develop friendships and learn to take turns with favourite toys and to work together to solve problems. This means children develop good social skills in preparation for starting school. Staff also empower children to take on responsibility, which raises their confidence and self-esteem. For example, a child is nominated as 'helper of the day' at the beginning of each session and takes responsibility for helping to count the number of children present. Children are praised by staff for their efforts and achievements, and this makes children feel good about themselves. Staff very successfully teach children about managing their own safety. For example, they are taught to stay seated in the book area at the end of the session until a member of staff tells them their parent or carer has arrived to collect them. This means children are safely accounted for at this busy time.

Staff give good attention to ensuring children stay healthy. For example, children have free access to the outdoor area during the sessions, which means they benefit from lots of fresh air. Staff encourage children to keep fit and to develop good coordination and control of their bodies by providing a variety of equipment that supports this. For example, children learn to balance as they walk along a beam and to pedal and manoeuvre wheeled toys. They develop their small muscles as they pick up balls and send these down lengths of guttering. Staff make sure children wash their hands before they eat. This teaches them to adopt good hygiene practice, in order to promote their health and hygiene. Children are encouraged to pour their own drinks at snack time, which promotes their self-care and independence skills. Children are well nourished because staff provide them with a range of healthy items for their snack, such as fresh fruit. They encourage children to try more unusual items, such as avocado, which introduces them to different textures and tastes.

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

The owner, manager and staff have a good knowledge and understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective recruitment and vetting arrangements help to ensure all adults are suitable to work with children. Any visitors to the setting are asked for identification, and to sign in and out of the visitors' book. This ensures a full and accurate record of everyone in contact with children is in place. Staff work cohesively together to ensure children are supervised well at all times. Several members of the team are trained in first aid and the manager ensures there is always at least one member of staff with a current qualification at each session. All staff know who the first aiders are and where the first-aid box is kept, should this be needed. This means any accidents and injuries can be dealt with promptly. Risk assessments are carried out and supplemented by daily safety checks. This ensures effective measures are in place to minimise any risks to children's safety. Staff have a good understanding of their roles and responsibilities in protecting children from abuse. For example, they know to whom they should report any concerns about a child's welfare or the practice of a colleague. The manager is the designated officer for safeguarding and has attended relevant training. This enables her to provide support and guidance to other staff and implement procedures correctly.

The majority of the staff team are well qualified and there are good arrangements for monitoring their ongoing performance and supporting their continuous professional development. For example, the owner makes regular observations of staff's practice and the quality of teaching, and makes suggestions for improvement where necessary. She also carries out supervision sessions with all members of the team, which includes identifying any further training needs. Each child's developmental progress is monitored successfully. For example, key persons keep records of children's progress, which includes a tracker detailing their starting points and ongoing development in all areas. They also compile a summary of children's progress at the end of each term. This information is used effectively by the owner and manager to analyse the effectiveness of the educational programmes and identify where there may be gaps in children's learning. Activities are then planned to close these. Consequently, each child is supported well in reaching their full potential.

The owner and manager strive to continually improve the service and the outcomes for children's care and learning. For example, when children due to start school recently showed an interest in numerals and letter sounds, arrangements were made to provide a weekly 'getting ready for school' session, which included activities focused on supporting children to developing their skills in these areas further. A self-evaluation document has been completed and takes into account the views of staff, parents and children. This gives a clear account of the setting's strengths and areas for improvement, and has enabled the owner and manager to devise a targeted development plan, to show how the service will be enhanced further. Partnerships with parents are very good. Information they receive keeps them very well informed about the service. This includes a welcome pack and regular newsletters. Parents are invited to attend open days and activities, such as a concert at Christmas, which involves them fully in the life of the setting. Parents praise staff for their friendliness and approachable nature and the support they give their family as a whole. They also state they are pleased with how their children have settled into the routine of the setting. The setting has strong links with the local schools, which successfully aids children's transition to the next stage in their learning. For example, teachers are welcomed into the setting to meet children in a familiar environment before they move into their care, and they are provided with a transition report to aid continuity of learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY476010
Local authority	East Riding of Yorkshire
Inspection number	961043
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	23
Name of provider	Stepping Stones Pre-School Kirk Ella & Willerby Limited
Date of previous inspection	not applicable
Telephone number	01482658020

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

