

# Stepping Stones Pre-School Kirk Ella & Willerby Limited

The Scout Hut, Mill Lane, Kirk Ella, Hull, HU10 7QY

## Inspection date

Previous inspection date

15/09/2014

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 create interesting experiences both inside and outdoors, that promote children's interest and their learning. They make the most of opportunities to extend children's learning even further through play and discussions and a mix of group and adult-led activities.
- Children are happy and settled at the welcoming pre-school. Partnerships with parents are good and make a strong contribution to meeting children's needs.
- Staff are well informed about their responsibility to keep children safe. They understand safeguarding procedures and take appropriate actions to minimise risk. As a result, children are cared for in an environment that promotes their safety and well-being.
- The monitoring and performance management systems are well embedded to ensure the quality of observation, assessment and teaching are at a consistently high level. Therefore, staff fully facilitate children's good learning.

### It is not yet outstanding because

- On occasions, a minority of younger boys do not show high levels of self-control and therefore are not always able to manage their own risks in the setting.

## 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 playrooms and in the outside area. She also observed the snack time routine and completed a joint observation with the manager.
- The inspector looked at the children's profiles containing observations and assessment records. She also looked at the planning and a selection of policies.
- The inspector had a tour of the premises and looked at evidence of the suitability, supervision and qualifications of staff. She also looked at the self-evaluation and discussed the monitoring of the provision with the manager and the proprietor.
- The inspector held meetings with the manager and the proprietor, and spoke to staff members and children during the inspection.
- The inspector took into account the views of parents spoken to on the day and through their written feedback.

## Inspector

Caroline Stott

## Full report

### Information about the setting

Stepping Stones Pre-School Kirk Ella & Willerby Limited re-registered in 2014. The pre-school is one of two settings, owned and managed by a private provider. It operates from The Scout Hut situated in Kirk Ella in the East Riding of Yorkshire. The pre-school serves the local and surrounding areas and is accessible to all children. There are two enclosed areas available for outdoor play. The pre-school is registered on the Early Years Register and the compulsory part and voluntary part of the Childcare Register. They are open Monday to Friday during term time, from 9.15am to 12.15pm, with a lunch session for the children on some days. Children attend for a variety of sessions. The pre-school employs five members of staff who work directly with the children. Four of these staff hold appropriate early years qualifications at level 2 and level 3. There are currently 27 children attending, who are within the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who have English as an additional language. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

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

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

- review the strategies used to support the younger boys to gain high levels of self-control and an excellent understanding of managing their own risks in the setting.

## Inspection judgements

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

Staff have very good knowledge and understanding of the Early Years Foundation Stage and of how young children learn and develop. They are skilled and experienced staff and the quality of teaching is good overall and some outstanding. Staff implement planned and interesting experiences based on individual children's interests. For example, the interest around firemen is extended into the role play area. Children explore hoses and tools, and use simple technology toys. This means they gain an understanding of the world in which they live. Staff understand how to motivate children to learn well. They encourage children and engage them in conversations, valuing their speech and promoting their ideas. For example, as children paint a box for a fire engine staff skilfully ask open-ended questions. Various opinions and thoughts are discussed as children give their attention to what others say while engaged fully in the activity. This enables children to express themselves well and link their knowledge to their experiences. This clearly extends their thinking as they respond to what they hear with relevant comments and answers. Individual learning profiles are in place for all children and these include photographs, observations and assessments. These are linked to the areas of learning and are used to

track and plan for children's individual next steps. Summaries of children's learning and the progress check for children between the ages of two and three years are completed regularly and shared with parents. Their progress is closely monitored by the key person and this facilitates their good knowledge of the children, which ensures they are supported effectively. As a result, children make very good progress in all seven areas of learning and this helps to prepare them for the next stage in their learning, such as school.

Children's communication skills are promoted well by staff who encourage children to share what they know through many discussions. Staff use stories, songs and rhymes effectively to support and help children develop secure speaking and listening skills. Staff group children appropriately to their ability for some adult-led activities. This enables staff to provide experiences matched to children's current interests and learning needs to extend and consolidate what they know and can do. For example, they skilfully prompt more-able children to begin to hear and recognise the initial sounds in words. Children's language and literacy skills are further supported as a good selection of books are easily accessible and children enjoy looking at them, both independently and with others. Children demonstrate their mathematical knowledge well as they count out wheels for their fire engine and are encouraged to count 'play dough' spider legs. They compare sizes and independently count 'colour bears' and discuss the colours they have. Children gather balls in buckets and roll them down guttering, collecting them up to repeat this play. Children freely explore water and sand play, as they scoop up and fill and empty containers. They look at flower seeds through a magnifying glass supported effectively by staff. Children draw their representations and are keen to describe what they have drawn. This means they experiment with a wide variety of tools and materials, and represent their own ideas through talk and play.

Partnership with parents is good. The staff work closely with parents, encouraging them to stay if needed for initial sessions to help children to settle. They obtain information about children's likes, dislikes and medical and dietary needs. They also gain feedback for children's prime areas of learning to inform key persons' initial observations. Children's development profiles are freely available and parent evenings are regular events. Newsletters and the parent's notice board keep parents informed about the pre-school, the 'letter of the week' and also any other key events. Many displays around the playroom inform parents of what children have been involved in and learning. These include labels in a variety of languages, which very effectively supports children with English as an additional language. This also promotes parents knowledge of the seven areas of learning, children's interest and their achievements.

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

The key-person system is effective. Staff have formed close bonds with the children, who approach them and visitors confidently to engage them in their play or ask for their support. This shows that they feel safe and secure in the pre-school and provides children with a stable base to learn and develop from. This helps children to feel self-assured and promotes their well-being very well. As a result, children's social and emotional development is fostered well. The pre-school is friendly, warm and welcoming and

resources are easily accessible in low-level storage units. These are labelled to support children in making their independent choices. Children confidently move around the pre-school and outdoor area, freely choosing how and with what they would like to play with. The main playroom has areas of learning, such as, the book corner, water, sand and a role play area. This means children are busy, active and well occupied. They use their imagination well and are supported effectively by staff to talk and play with each other.

Staff implement age-appropriate behaviour management strategies and have clear and consistent boundaries in place to manage children's behaviour. For example, they explain to younger children that they must share toys and give them regular praise and encouragement. Where there are any disagreements between children, staff deal with these appropriately, sensitively and swiftly. They remind children about simple safety rules, such as not running indoors. As a result, the majority of children play cooperatively with each other and behave well. On occasion though, some of the younger boys struggle to show high levels of self-control and this means that they are less able to manage and support their own risks and safety. Children's physical development is encouraged outdoors through the use of balls and bean bags and a lot of other equipment. An obstacle course inside provides children with the opportunity to show their control and coordination in their large and small movements. They crawl through and climb over apparatus with ease and balance and move confidently. Staff support children's understanding of healthy practices and good hygiene routines. Children are encouraged to wash their hands before snack time and after using the toilet. Snack time enables staff to discuss a healthy diet, which helps children to learn about the importance of adopting healthy lifestyles.

Staff work hard to develop links with the community and strengthen partnership working. For example, story evenings have been recently introduced at the local library for parents and children. This fosters good relationships with parents and other professionals alike. They encourage local school teachers to visit the children at the pre-school to get to know them and develop relationships in readiness for their attendance. Transition forms and dual setting books are completed for the schools and other settings children attend as required. As a result, the staff provide continuity for children in their care and aid moves to the local schools and other settings that also deliver the Early Years Foundation Stage.

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

Safeguarding is effective because the safeguarding and welfare requirements are fully understood by the manager and all the staff. The proprietor and manager demonstrate a very good understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. All the required records and policies are in place and readily available for the inspection. The pre-school has a clear recruitment procedure and all staff are subject to identity and suitability checks when they are recruited. Staff fully understand safeguarding procedures and know who to contact and the action to follow if they are worried about a child's welfare. Staff-to-child ratios are appropriately maintained at all times and staff are deployed effectively to ensure children's needs are met. Staff

take all necessary steps to safeguard children and to promote their welfare. Visitors, students and volunteers are asked to sign in on arrival and are accompanied at all times when children are present. The pre-school is next to the school site and is very secure. During busy times when parents and their children are arriving at and departing from the pre-school, staff are extremely vigilant to ensure that any unauthorised person is not able to enter or any child able to leave unsupervised. For example, staff stand at the doorways to monitor the entrance hall. This ensures a safe environment is maintained for children at all times.

The provider is a qualified teacher and both she and the pre-school manager have a secure awareness of what constitutes good teaching and learning. Staff have a very good understanding of the educational programmes and robust systems are in place to observe, assess and monitor children's progress. All the main four staff hold appropriate childcare qualifications and update their training to meet children's needs. Staff benefit from regular supervision meetings and observations of their practice. They also receive customary appraisals, support and in-house training. This helps to identify any potential weakness in teaching and learning, to ensure that staff continue to develop their knowledge and skills. This means the quality of teaching is at a consistently high level for the benefit of the children attending.

The pre-school has a clear drive for continuous improvement. It is managed well and the team are dedicated and work well together. Staff have completed self-evaluation. This takes into account the views of parents and children to provide a detailed view of the strengths and weaknesses of the pre-school. The proprietor works closely with the manager and staff to identify targets for change and where improvements are needed. Staff reflect and discuss issues on an ongoing basis and actions arising from these discussions and staff meetings are clearly identified in the pre-school's evaluation plan. For example, extra sessions are provided when viable to support older children in readiness for school or for younger children to aid their settling further. This has a very positive impact on the overall effectiveness of the pre-school. The pre-school manager and staff place a strong emphasis on developing a secure partnership with parents and other professionals. All parents spoken to during the inspection are very happy with the care and education their children receive and highly recommend the pre-school to others. Parents provide familiar words and phrases in home languages to key persons to aid children who speak English as an additional language. This helps children to settle and prepares them for the move on to the next stage in their learning. External agencies and services are welcomed, in order to fully support children's individual needs. The manager is committed to attending meetings with other professionals, in order to support individual families and children, and to secure appropriate interventions and support as needed.

### **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

<b>Unique reference number</b>	EY476015
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	961044
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Stepping Stones Pre-School Kirk Ella & Willerby Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01482651284

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

