

Stepping Stones of Scawby

St Hybald's Academy, West Street, Scawby, BRIGG, South Humberside, DN20 9AN

Inspection date	12/11/2014
Previous inspection date	02/12/2008

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		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 provide a wide selection of resources and activities around the pre-school, so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident learners.
- Staff have a good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.
- Improvements to the pre-school are well targeted and prioritised effectively. Consequently, children's learning and development experiences are enhanced as the pre-school continually develops.
- Partnerships with parents and other professionals are well established and the flow of information about children's needs means that children are always well supported.

It is not yet outstanding because

- Opportunities for children to consider their own safety and that of others are not maximised. This is because staff do not always explain to children why some behaviours are not acceptable for safety reasons.
- Not all opportunities for children to develop their independence are used effectively. Consequently, children's self-care skills are not 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.

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 indoor and outdoor learning environments.
- The inspector spoke with the manager, members of the management committee, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Hayley Ruane

Full report

Information about the setting

Stepping Stones of Scawby was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the grounds of St Hybald's Academy in Scawby, Lincolnshire and is run by a management committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday. Sessions are from 9am until 3.15pm during term time. Children attend for a variety of sessions. There are currently 133 children on roll of whom 29 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. Stepping Stones also offers before and after school care and a club during school holidays for children aged three to 13 years. It supports a number of children who speak English as an additional language and 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:

- enhance children's understanding of the importance of staying safe, for example, by encouraging them to consider the consequences of their behaviour on themselves and others
- extend opportunities for children to further develop their independence and self-help skills, for example, by giving them time to prepare their own snacks, pour their own drinks and help tidy away afterwards.

Inspection judgements

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

Children enjoy their learning and are happy and content. They are making good progress in relation to their starting points through participating in a variety of adult-led and child-initiated activities. Staff have good knowledge and understanding of the learning and development requirements and plan effectively for children's individual learning. Children's key persons are responsible for observing, assessing and identifying children's next steps in their learning and are skilled in identifying areas where they need additional support. This information is then used to inform future planning. Therefore, children are involved in challenging and meaningful play that supports their learning. Staff communicate with the children very well. They use meaningful conversation to engage with them as they play and show interest as they listen carefully, allowing plenty of time for children to respond. They repeat words back to children to develop their breadth of vocabulary and ask a good

range of open-ended questions so that children begin to think creatively for themselves. As a result, children become good communicators and are confident to talk with their friends. Children work cooperatively, taking turns to piece together picture puzzles or wait patiently to serve their food at mealtimes. Children have opportunities to spend time outdoors in all weathers, as they have a sheltered area where they can play outside. They also share access to the school's play area where they have even more space to move freely. Children use ride on toys and bikes to develop their physical skills and balance. Staff support children's understanding of road safety by talking about, and showing them, the colours red for stop and green for go. As a result, children learn valuable lessons about keeping safe while engaged in enjoyable activities.

Partnerships with parents are developing well. A range of useful information is collected from parents as children start at the pre-school. Starting points for children's development are established using information from parents during settling-in sessions and from 'All About Me' booklets. This information helps children's key persons to get to know them quickly, supporting a smooth start to pre-school. Staff verbally share information about what children have been doing during the session. Further information is shared at parent's evenings when parents are invited into the pre-school. Parents spoken to on the day are pleased with the progress their children are making and comment that their children 'love coming to pre-school'. Parents borrow 'chatter bags' to take home to develop their child's communication skills. As a result, children are supported with their learning at home. The pre-school is well-resourced and organised effectively to include low-level storage containers to support children's independence in selecting and putting away toys. This enables children to access resources of their choice and use them in imaginative ways. For example, children collect crates in the outside area and stack them on top of each other, forming a tower. The progress check for children aged between two and three years includes parents contributions and informs them about their child's development. It is used well to identify any gaps in learning at an early stage so that swift action can be taken.

Where children are identified as having special educational needs and/or disabilities the help and advice of other professionals is promptly sought. This ensures children's well-being is maintained and their needs are met. Children with English as an additional language are well supported. Key persons work in partnership with parents to identify key words and routines which support children's understanding and confidence. This provides children with opportunities to make connections between their home language and English and supports their learning in preparation for the transition to school. Children's move between the pre-school and school is well managed, with children's assessments following on with them. Teachers from the on-site school visit children in the pre-school, as well as the children regularly visiting the reception classroom. Children's personal and social skills are supported as they are encouraged to help with dressing themselves and performing self-care tasks, such as washing their hands. These are skills which help children to be ready for school.

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

The processes to help children settle into the pre-school are highly effective. Staff are sensitive and supportive of both children and their parents, when children start to attend and when they move on to school. Staff understand the importance of the key person relationship in ensuring children are feeling secure enough to access learning opportunities. Where children are unsettled they ensure that they are supported by staff that they feel particularly safe with. Each key person is responsible for planning for each individual child, updating their 'Look At Me' files by liaising closely with parents. This ensures there is a consistent approach to children's care and early education.

Staff provide stimulating, well-resourced indoor and outdoor environments that children can move between freely. The outdoor learning environment provides valuable opportunities for all children to get plenty of fresh air while being physically active. Children show a good awareness of managing risks as they learn how to negotiate space when riding bikes. Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy snacks and through regular outdoor physical play opportunities. Children are learning about how to care for themselves and be independent. For example, staff encourage them to be involved in selecting their own plate for snack, taking off their coats and washing their own hands. However, children's independence is not maximised at mealtimes because they are not consistently provided with opportunities to prepare snacks, pour their own drinks and tidy away the table afterwards. Snack and mealtimes provide opportunities for social development and staff use this time to encourage conversations. Staff are very aware of children with food allergies and processes are in place to ensure children are kept safe.

Children's behaviour is good and they are learning the difference between right and wrong and how to behave. However, children are not always given explanations of why their behaviour is inappropriate. In particular, they do not learn why some behaviours are unsafe and how they place themselves and others at risk of harm. As a result, children are not always able to consider the consequences of their behaviour on themselves and others. Children receive lots of praise from the staff in their play and everyday routines, regardless of how big or small their achievements may be. For example, they are praised for washing their paint brushes in the sink. When children make mistakes, staff are sensitive in correcting them. For example, if they get numbers wrong, staff provide the correct response and repeat the numbers back to the children. Therefore, children are growing in confidence as self-esteem is always protected and often enhanced. Staff help children think about other people's feelings and they learn to negotiate and share equipment with their playmates. Children are emotionally prepared for their move to school. They become familiar with teachers and the school environment through regular visits and using the same outside play space.

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

The safeguarding and welfare requirements are well understood and efficiently met. Children are effectively safeguarded. The manager and her staff are aware of signs and symptoms of child abuse and the reporting procedures they must follow in the event of a concern. The designated person for child protection acts upon concerns and reports them

without delay. Recruitment and selection procedures ensure that all adults employed to work directly with children have completed Disclosure and Barring Service checks. Checks are carried out on a daily basis to identify any risks and to ensure that the safety measures, which are in place, remain effective. Annual appraisals are undertaken with staff and regular supervision sessions ensure staff have a dedicated time to discuss any issues they have. Clear policies are implemented which cover the use of mobile telephones and cameras as well as the safe use of computers. Consequently, children's safety is given the upmost priority at all times.

The manager has a good understanding of her role in ensuring that the learning and development requirements are successfully met. Assessments of the children are collated and used to track children's progress from their starting points. The manager regularly reviews this information to further monitor children's progress and to identify any gaps in the development of individual and specific groups of children. This is to ensure that all children are developing well. The manager undertakes peer observations with her staff to ensure they continue to develop the very best skills in reflecting on their own and others teaching practice. The manager encourages all staff to be involved in the action plan for improvement, so they can draw on everyone's ideas about how to enhance the provision further. Improvements are identified through guidance from the local authority and through training that staff attend. Staff have identified areas of the environment that need improving to support all children's independence. For example, they are looking to improve the facilities in the children's toilets. The manager also plans to develop the surface in the outside area to enable a safer environment for children. Clearly, training and improvements are focussed on improving children's experiences and helping them to learn and develop.

Inclusive practice is promoted and partnership working with other professionals and parents are well established. Children that attend other early years settings are supported by providing link books, and children who attend the out of school club are provided with opportunities to extend on the learning that takes place in the pre-school. This ensures a consistent approach towards children's education and care. Partnerships with parents and carers are good because staff use a number of strategies to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day. They also have parents' notice boards and receive regular newsletters and questionnaires. Parent evenings allow them to visit the pre-school at a more relaxed time and learn more about their child's learning environment at a time which suits them. The pre-school has established good links with other agencies, such as the on-site school and speech and language therapists to support children's individual needs. This supports children and their parents when they move onto a new setting, including school.

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	EY262324
Local authority	North Lincolnshire
Inspection number	860558
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	133
Name of provider	Scawby Under 5s Committee
Date of previous inspection	02/12/2008
Telephone number	07906 494 904

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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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