

Stepping Stones Pre-school

Claverdon Church Centre, Church Road, Claverdon, Warwick, Warwickshire, CV35 8PD

Inspection date

3 March 2015

Previous inspection date

17 September 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The staff's interactions and teaching techniques are exemplary and show their superb understanding of how to truly engage and capture all children's interests.
- Every child, from the youngest to the oldest, and of differing abilities, thrives in this vibrant pre-school. They make rapid progress in all areas of learning, given their starting points, and are prepared incredibly well for their seamless move in to school.
- Staff are remarkably warm and caring, which promotes children's confidence and sense of belonging exceptionally well. The key-person system is highly effective and the secure bonds help children to settle and become a significant part of what parents name, 'the pre-school family'.
- Staff are vigilant in managing safety and security of the environment and resources. This means that children are safe to explore and investigate their surroundings. Staff's skilful implementation of safeguarding procedures ensure that all children are protected from harm. Robust recruitment and vetting systems are used to check that all people working with the children are suitable to do so.
- All staff are very experienced and highly qualified with the majority holding Early Years Professional status. This has a great impact because staff use their exemplary skills, so that gaps are narrowing for groups of children and those identified as being in need of support.
- Parents are passionate about the pre-school. They actively share stories about the outstanding impact the staff have had on their own lives and their children's. They speak with admiration of the staff and in very high regard of the wonderful opportunities experienced by their children at this inspiring pre-school.

What the setting needs to do to improve further

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

- consider additional ways to help children to readily access resources, so that there are even more rich and plentiful opportunities for children to explore and become absorbed in activities that they are able to choose for themselves.

Inspection activities

- The inspector observed activities throughout the pre-school and outside spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the observations.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including children's records and assessments of their learning, a selection of policies and procedures, and checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account the views of parents spoken to during the inspection and from information included in the pre-school's evaluations and improvement plans.

Inspector

Lucy Showell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children are exceptionally keen learners who are very well supported by knowledgeable and dynamic staff. All staff motivate and challenge children with open-ended questioning. They also give puzzled responses and encourage children to make suggestions to help them think more critically during activities. Children constantly initiate and extend activities for themselves. A member of staff is always close by to join in, if appropriate, and to drive the activity forward. Staff recognise diversity as a true strength and children's understanding of different cultures and needs is remarkable. Varied festivals and events are celebrated and parents are provided with clearly translated information. Furthermore, parents and members of the community often come to read stories in different languages and share their expertise with the children. The regular visits to and from local schools and other settings start early in the academic year. This, and the use of well-considered resources, such as school uniforms in the dressing-up, helps children and families to prepare exceptionally well for the future.

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

Staff create a wonderful environment that is welcoming, safe and stimulating. In small and large groups, children confidently share news and stories from home with the captivated audience. Children show superb cooperative skills and develop independence and self-care skills with great enthusiasm. For example, they are very proud to be 'today's helper' and use visual props, such as picture cards, to help plan and inform others what is happening next. Children confidently remind one another about the 'golden rules' and use sand timers to indicate when it is their turn with favourite resources. Space and equipment are exceptionally well planned and used to create enhanced experiences indoors and outside. Children are able to build on this because staff follow their interests and ask what resources they would like out next. Staff do recognise, however, that new children or those not yet fully confident may not be aware of the options available. With this in mind, they are considering inventive and safe ways to show children what other resources staff can get out of the cupboards.

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

Leaders, managers and staff understand and implement the requirements of the Early Years Foundation Stage with expertise. The day-to-day management and professional supervision are of an exceptionally high quality. Roles are clearly defined and there is an excellent sense of teamwork. Since the last inspection, the rigorous and effective systems for self-evaluation have been successfully used to set challenging targets for ongoing improvements. This pursuit of excellence is demonstrated by an uncompromising drive that leads to the highest levels of achievement for all children, given their starting points. First class partnerships with a range of different agencies and organisations are firmly embedded in practice. This ensures that all children receive well-coordinated support, so that they thrive in this enriching and adaptable environment.

Setting details

Unique reference number	200779
Local authority	Warwickshire
Inspection number	875021
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	26
Name of provider	Stepping Stones Pre-School Committee
Date of previous inspection	17 September 2008
Telephone number	01926 843353

Stepping Stones Pre-school was registered in 1993. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and three staff have Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 2.45pm on Monday and 9.15am until 1.15pm from Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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