

Sapcote Stepping Stones Pre-School Playgroup



The Methodist Church Hall, Leicester Road, Sapcote, Leicester, Leicestershire, LE9 4JE

Inspection date

18 March 2015

Previous inspection date

9 November 2011

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

Summary of key findings for parents

This provision is good

- Staff use accurate assessments to identify children's next steps and plan a wide range of opportunities that supports each child's individual learning. As a result, all children make good progress towards the early learning goals.
- Children are valued and make close attachments with key persons who significantly promote children's emotional well-being.
- Staff work well with parents to support their involvement in their child's learning. They encourage parents to take story sacks home to share with their children and suggest other ways of how they can contribute to home learning.
- Thorough self-evaluation identifies priorities for improvement. The manager and staff team are clear about plans for the future. These focus on meeting the needs of children and raising the quality of teaching and learning.
- Partnerships with local schools and other professionals, such as speech and language therapists, are well established. Managers and staff value their contributions as partners. This helps to ensure consistency in children's learning and care.

It is not yet outstanding because:

- On occasions, staff are too quick to share their own ideas before giving children the opportunity to express their thoughts and to be imaginative.
- Younger children's independence is not fully promoted with regard to making decisions about what they want to play with.

What the setting needs to do to improve further

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

- give children more time and opportunity to explore their own ideas and develop their imagination, before offering suggestions
- increase opportunities for younger children to make decisions about what they want to play with, for example, by creating a photograph album of resources, including those which are not on open display.

Inspection activities

- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector held meetings with the provider and manager of the provision, and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the provider and manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of the suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, two year progress checks, staff records and a selection of policies and procedures.

Inspector

Hazel White

Inspection findings

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

Children learn and acquire the skills they need for the next stage of learning and onward to school. Staff adjust their teaching according to the children's ability. Young children look at, and name, objects in books, while more able children learn to sound out and recognise the letters of their name. Children make caterpillars from play dough, paying great attention to detail. They copy what they see on a photograph and carefully position the eyes in the correct place. Staff place strong emphasis on outdoor play, arranging challenges for children to take part in. However, the enthusiasm of staff to make activities exciting sometimes prevents children from expressing their own ideas. For example, staff tell children that they will see sharks, pirates and a princess as they complete the obstacle course rather than encouraging children to use their own imagination.

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

Staff work hard to transform the hall into a child-centred environment which is welcoming and inspires children to play and have fun. Low storage units allow children to self-select some resources for themselves, and more able children confidentially ask for toys that they know are kept in a cupboard. However, young children cannot see these resources and therefore do not have the same opportunities to freely initiate their play. Lunch is brought from home and staff encourage parents to provide healthy food options. Children set tables and serve their own snack, which develops their good self-help skills. They learn about keeping safe in everyday activities. Visits from the police and fire brigade help to raise children's awareness of how to keep themselves safe. Children cooperate well with each other and learn to share and take turns during play. They know what behaviour is acceptable because staff consistently promote positive behaviour. Children are praised when they behave well and are sensitively helped to resolve their differences.

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

All staff have a clear awareness of their role in safeguarding children and understand the procedures to follow should they need to raise a concern. Good security systems are in place. Entrance doors are locked and visitors are effectively monitored. Risk assessments are carried out on a regular basis and staff are deployed well to help keep children safe. Children are cared for by a committed, motivated, well-qualified and experienced staff team. Effective supervision and appraisal systems are in place. This provides support, coaching and training for the staff team in order to promote children's learning and well-being. Regular monitoring of the educational programme ensures the provider has a good overview of the provision so that children continue to make good progress. Good partnerships with parents exist, which ensures that children's individual needs are fully met. Parents comment on the professionalism of staff and how the provision prepares children well for their future learning.

Setting details

Unique reference number	226466
Local authority	Leicestershire
Inspection number	866293
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	30
Name of provider	Claire Patricia Shields
Date of previous inspection	9 November 2011
Telephone number	07714 296127

Sapcote Stepping Stones Pre-School Playgroup registered in 1993. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm, with an additional session on Wednesday from 1.15pm until 2.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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