

Stepping Stones

Blossomgate, Ripon, North Yorkshire, HG4 2AJ



Inspection date

23 March 2015

Previous inspection date

16 June 2009

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

- Children thoroughly enjoy their time in the setting because staff plan exciting and interesting activities that meet all children's individual needs.
- Children have high levels of confidence and self-esteem because staff praise their efforts and encourage children to play cooperatively. This supports them to make firm friendships with others.
- Staff have created good partnerships with the local schools. As a result, information is passed between the setting and school, and staff work to complement children's learning.
- Staff create a stimulating environment and organise resources well. Consequently, children have plenty of space to play and develop their own games.
- Children are learning how to manage their safety when walking in the community. This is because staff teach them how to cross the road safely and to be vigilant of moving cars.
- Children have created very strong relationships with staff. As a result, they are settled, happy and reluctant to leave the setting at the end of the session.
- The manager leads the setting well. She has a good understanding of the requirements of the Early Years Foundation Stage and reviews policies regularly to underpin the good quality practice already in place.
- The majority of staff hold childcare qualifications. As a result, they know how children learn and develop.

It is not yet outstanding because:

- There is scope for the management team to offer more support in order to further enhance staff's already good teaching skills.

What the setting needs to do to improve further

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

- improve monitoring of staff practice, for example, by increasing the frequency of peer observations to strengthen the already good quality of teaching.

Inspection activities

- The inspector observed activities in the two indoor rooms and in the outdoor area.
- The inspector held conversations with the manager, staff, children and parents throughout the inspection.
- The inspector conducted a joint observation with the manager.
- A range of documents were inspected including planning of activities and newsletters from the school.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and discussed the setting's development plans.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Inspection findings

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

Children arrive from school excited and ready to play with their friends. They immediately engage in activities and create games in friendship groups. Resources are set out attractively for children to freely choose what they would like to play with. Some children choose to play outdoors, while others enjoy quiet time as they rest and relax after their school day. Staff seek information from school and children to find out what they are learning during their school day. They complement this with planned activities to heighten children's interest in learning. All children listen to staff's instructions and are motivated to learn. They talk to staff about their school day and the activities they have taken part in. Staff use these opportunities to develop children's conversational skills by asking purposeful questions and taking a genuine interest in each child's day.

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

Staff ensure they have good knowledge and understanding of each child's needs. They get to know each family well and take time to talk to them each evening as they collect their child. All children behave well because they know the rules and boundaries of the setting. Staff remind them of expected behaviour and praise them for their efforts. The strong relationships between children and staff mean that children's emotional well-being is promoted well. Children are learning to take responsibilities for their own care needs. They wash their hands before eating, and decide when they are hungry and want a snack. Fruit is available at all times for children and staff make a snack tea to prevent children becoming hungry before they are collected. Children exercise daily and use a range of equipment outdoors. They ride on bicycles and play team games. As a result, children are developing good physical skills.

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

Children are safeguarded well because staff fully understand how to protect children from harm. They know the signs and symptoms of abuse and the manager knows the professionals to contact if she is worried about a child's welfare. Staff ensure the premises are safe and secure. They ask visitors to log their arrival and departure in the visitors' book, and children are counted in and out of the setting. This means staff are always aware of how many children are present. In addition, the majority of staff are qualified in paediatric first aid. They know how to deal with minor injuries and illnesses and contact parents immediately if children are unwell. Staff have a positive attitude to attending training and they consistently deliver good quality teaching to all children. The manager has started to observe staff practice but this is not yet carried out frequently enough to support staff to consistently raise the quality of teaching from good to outstanding. Staff discuss the activities children have enjoyed with their parents when they collect them at the end of the session. They pass on messages from school and have created very good partnerships with all parents. Parents speak very highly of staff and discuss how happy they are with the care their children receive.

Setting details

Unique reference number	EY221441
Local authority	North Yorkshire
Inspection number	869802
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	81
Name of provider	Jayne Nadine Blakey
Date of previous inspection	16 June 2009
Telephone number	01765692402

Stepping Stones was registered in 1992. It is situated in Ripon, North Yorkshire. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 9am and 3pm until 6pm during term time, and 8am until 5.30pm in school holidays.

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