

Stepping Stones Pre-School (Sundridge)

Sundridge Primary School, Church Road, Sundridge, Sevenoaks, Kent, TN14 6EA



Inspection date

Previous inspection date

5 May 2015

11 July 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The committee does not have a clear understanding of significant events to report to Ofsted within a 14-day period. They have not informed Ofsted of changes to the committee. However, the impact on children is minimal as committee members do not have unsupervised access to children. On this occasion, Ofsted does not intend to take any action. This is also a requirement of the Childcare Register.
- Not all members of staff are fully confident about the referral process to report concerns they may have about a child in their care. However, they all have a sound understanding of signs and symptoms that may cause them concern. The manager is addressing this by booking staff to undertake child protection training.
- The provider does not ensure the manager receives regular supervision to share her views to improve the overall quality of provision.
- The manager is not fully effective in monitoring children's progress to promptly identify any potential gaps in their learning. As a result, staff do not consistently plan or identify gaps in children's learning in a timely manner.
- Staff do not always ensure the environment and resources ignite children's interests. Staff do not display them so children can make independent choices in their learning.

It has the following strengths

- Staff provide an interesting range of mathematical games and activities. Children learn to count, measure and problem solve to develop their mathematical skills.
- Staff are caring and warm and have close relationships with children, which makes them feel safe and secure.
- Children join in favourite songs and enjoy including puppets and musical instruments.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge of significant events that must be reported to Ofsted within 14 days
- improve assessment of children's learning, so that their progress can be monitored and any gaps in their learning promptly identified
- ensure all members of staff are fully confident of the procedures for relevant referrals should they have concerns about a child
- ensure all staff, including senior management, receive regular and effective supervision to promote continuous improvements.

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

- review the organisation of the environment so resources are accessible and within children's sight.

To meet the requirements of the Childcare Register the provider must:

- ensure all members of staff are fully conversant with safeguarding procedures and the full procedures for relevant referral should they have concerns about a child (compulsory part of the Childcare Register)
- improve knowledge of significant events that must be reported to Ofsted within 14 days (compulsory part of the Childcare Register)
- improve knowledge of significant events that must be reported to Ofsted within 14 days (voluntary part of the Childcare Register).

Inspection activities

- The inspector took account of the views of parents spoken with during the inspection.
- The inspector sampled a range of available documentation, including written policies, staff training records and suitability checks, children's details, and accident and medication records.
- The inspector held meetings with the manager and committee chair/nominated person.
- The inspector talked with the children and members of staff at suitable times throughout the inspection.
- The inspector took note of a variety of resources and observed staff interactions with children during a range of activities and routines, both inside and outdoors.

Inspector

Hilary Welland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff work appropriately alongside parents and other professionals to support children's individual requirements, including those with additional or special educational needs and/or disabilities. This means all children are included and make generally good progress from their starting points. Staff do not display books well enough for children to clearly see and the volume of dressing up clothes makes it hard to identify individual outfits. This means children may miss opportunities to investigate and play with these resources independently. Staff encourage children's physical development outdoors using a variety of resources. They build bridges from wood blocks to promote children's balancing skills, and use the primary school's large obstacle course equipment to challenge older children. Younger children play with ride-on vehicles, or practise their skills to walk on bucket stilts.

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

Members of staff and parents work together to introduce children into the pre-school with a supportive settling-in process and an effective key-person system. Staff generally support children to understand about healthy lifestyles. They chat to children during snack time about healthy fruit, and encourage them to get fresh air and physical exercise while playing outdoors. Staff support children sufficiently to manage their self-care and hygiene routines, for example, they begin to put on their own shoes and coats. This helps children begin to develop the skills they need to prepare for their next stage of learning and for school. Staff play turn-taking board games with children, and remind children to share with others. This promotes children's effective cooperation and good behaviour. There is a plentiful amount of different resources for children to explore and play with. However, staff do not always organise parts of the environment effectively to enable children to have appropriate resources close by.

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

The manager is enthusiastic and committed to making improvements to the setting. She has introduced a programme for staff training and obtained support from local authority advisors to move the provision forward to benefit all children. However, the committee does not have a secure understanding of significant events that they must report to Ofsted within the timescales and does not regularly appraise the work of the manager. Not all staff are confident how to report any potential child protection concerns they may have. The manager does not always monitor children's development well enough to ensure they swiftly highlight any potential learning gaps. This does not enable staff to consistently plan effectively for children's next steps in learning in a timely manner. The pre-school has established links with the on-site primary school. Visits from the reception teacher to read stories to children in the summer term support the smooth move for children on to school.

Setting details

Unique reference number	127657
Local authority	Kent
Inspection number	836250
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	12
Number of children on roll	17
Name of provider	Stepping Stones Pre-School (Sundridge) Committee
Date of previous inspection	11 July 2011
Telephone number	07516498339

Stepping Stones Pre-School (Sundridge) is a committee-run pre-school registered in 1990. It operates from a self-contained classroom in the grounds of Sundridge and Brasted Primary School, in Sundridge, Kent. The pre-school is open term time only, each Monday, Tuesday, Wednesday and Thursday from 9am until 3pm, and on Friday from 9am until 12pm. The pre-school receives funding for the provision of free early education for eligible two-, three- and four-year-old children. The pre-school manager holds Qualified Teacher Status, the deputy manager is studying for a foundation degree in early years and one member of staff holds a relevant Level 3 qualification.

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.

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