

Stepping Stones Pre-School

Bridport United Church Hall, East Street, Bridport, Dorset, DT6 3LJ



Inspection date

28 September 2015

Previous inspection date

18 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All staff demonstrate a good understanding of how children learn and develop. Their observation, assessment and planning help them to monitor children's progress effectively and quickly identify any gaps in learning. This means that staff can plan activities to support individuals and narrow those gaps.
- The provision has robust internal safeguarding policies, which receive regular reviews and updates. Staff fully safeguard children's welfare. They all attend training that gives them a good understanding of child protection procedures. As a result, children are safe from harm and learn in a secure environment.
- The staff use good methods to motivate children. Children explore their environment freely and demonstrate good levels of confidence. This results in strong relationships as children develop emotional security, independence and self-control.
- Staff receive regular supervisions that support their practice. They discuss their training needs. Staff are enthusiastic about specific training to support children who have special educational needs. Because they have relevant qualifications and understanding, staff share their ongoing learning with each other. This has a positive impact on the quality of teaching and outcomes for children.

It is not yet outstanding because:

- Initial information exchanged with parents about their children does not include details about what children can do as a starting point for learning.
- Younger children are occasionally distracted during large group activities. The length of time and/or content is sometimes beyond their levels of attention and focus.

What the setting needs to do to improve further

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

- extend initial information exchanged with parents to further support the process of using what children can do as starting points for their learning
- develop the organisation of large group activities to help all children maintain attention more effectively.

Inspection activities

- The inspector observed children during activities inside and outside.
- The inspector discussed the provision with the leader, the staff, the children and the committee representative at appropriate times during the inspection.
- The inspector sampled a range of paperwork including the self-evaluation form, suitability documents, risk assessments, policies, children's learning journals and staff qualifications.
- The inspector gathered the views of parents from discussions and comments made in learning journals.
- The inspector carried out a joint observation with the leader.

Inspector

Shirelle Norris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff supervise the children with careful organisation. They work together to ensure children are given the support they need and are safe. Leadership is effective and the staff understand their roles and responsibilities well. Staff have regular meetings to evaluate the provision; they take into account the views of parents and children. There is a genuine drive for improvement and pride in the provision. Strong parent partnership benefits the setting. Parents often volunteer as helpers and this helps to forge good relationships. Staff regularly provide feedback about children's learning and noticeboards offer daily information. Parents talk about the progress their children make in learning and development; they realise the good preparation for school. The provision makes great links with other settings, local schools and supporting agencies, and this offers continuity for children's care.

Quality of teaching, learning and assessment is good

Staff skilfully support children who have special educational needs and children learning English as an additional language. The quality of teaching is good. Staff ask useful questions that encourage children to solve problems and to think about the answers. This teaching is one of the ways to encourage creative thinking. Staff provide opportunities for children to practise counting, such as when they count how many children are present. These opportunities contribute to early mathematical development. Children learn to understand language as staff use various teaching methods, for example, introducing new words such as 'magnificent.' All children make good progress because staff identify what they need to learn next and provide the necessary help.

Personal development, behaviour and welfare are good

The good use of an effective key-person system means children form strong bonds with the staff, who are very responsive to their needs. Children behave very well because staff give them clear instructions and explanations. They often praise children for their efforts and achievements, which helps develop children's self-esteem. Staff are good role models and children help each other to remember the rules. Organisation of the environment helps children to become independent learners by choosing what they want to do. Children have healthy, nutritious snacks. Staff promote children's personal independence and physical skills well, such as through teaching them to pour their own drinks.

Outcomes for children are good

Children have fun at this stimulating and vibrant setting. They concentrate, listen and make friends in a safe place. Children celebrate festivals from around the world and learn to respect and understand difference in society.

Setting details

Unique reference number	139323
Local authority	Dorset
Inspection number	841352
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	22
Name of provider	Bridport United Church Playgroup Committee
Date of previous inspection	18 January 2010
Telephone number	0777 3516481 o r 01308 458972

Stepping Stones Pre-School registered in 1992. The setting operates from a church hall situated in the centre of the town of Bridport, Dorset. It opens from Monday to Friday during term time only. Sessions run from 9.15am to 12.15pm. The setting employs six members of staff, of these, one works as SEN support and five have early years qualifications at level 3. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

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