

# Binstead Stepping Stones Pre-School



Binstead Cp School, Hazlemere Avenue, RYDE, Isle of Wight, PO33 3SA

<b>Inspection date</b>	19 October 2015
Previous inspection date	13 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- The vibrant and exciting learning environment has a positive impact on children's learning. The organisation of space and presentation of resources allows children to play an active role in their learning becoming curious and investigative learners. As a result, children's behaviour is extremely good and they form strong relationships with staff and their peers.
- A strong focus is placed on supporting children's communication and language development. Staff model language and introduce new vocabulary to them. They ask questions giving children time to think through things for themselves. Consequently, children become confident speakers keen to share their experiences and ideas.
- Secure systems are in place to support children who require additional support with their learning. Excellent partnership working with other professionals and parents ensure children receive the intervention that is required in order that they can achieve well.
- Leaders and managers embed their vision for the pre-school through their daily practice. They have high expectations of staff and work alongside them to model strong teaching.

### It is not yet outstanding because:

- Systems to monitor the quality of teaching are in their early stages and not yet fully embedded to ensure that all teaching is consistently of the highest quality.
- Opportunities for parents and children to contribute to the process of self-evaluation have not been fully explored.

## What the setting needs to do to improve further

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

- continue to develop the systems in place to ensure teaching is consistently of the highest quality
- develop the use of self-evaluation to include the views of parents and children.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector conducted a joint observation of story time with the manager.
- The inspector spoke with staff and children throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.
- The inspector held a meeting with the manager and deputy manager.
- The inspector looked at a range of documentation, including records of the progress children have made, evidence of suitability of staff working in the pre-school, action plans for improvement and the record of complaints.

### Inspector

Gill Wallace

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers show strong commitment to developing staff in order to improve outcomes for children. For example, staff meet regularly with managers to review their performance and identify how they can build on their skills and expertise through training opportunities. Recent training, linked to promoting children's language development, has led to improvements to the environment as well as the introduction of focused group activities for specific children. Resources, such as the word wall, help parents to understand how children build on their language, which has provided more opportunities for them to support their child's development at home. Safeguarding arrangements are effective. Robust recruitment and induction procedures ensure all staff are fully aware of their responsibilities and know how to implement procedures effectively in practice.

### Quality of teaching, learning and assessment is good

Children relish their time in pre-school and develop high levels of confidence and independence. They choose where they want to play and build on their imagined ideas as they transfer resources between the indoor and outdoor learning environment. Staff skilfully adapt their teaching to give effective support to those children who need it, while providing sufficient challenge to those who are more able. For example, children enjoy a game of skittles using plastic milk cartons containing water with numbers on them. Staff help younger children to recognise the number on the carton they knock over and use their fingers to represent this number. They encourage older children to add the numbers together of those cartons they have knocked down. Staff talk to children about what they are doing when they decide to add water to the oats in the tray. Children use language, such as slimy and chunky, to describe the new mixture they have made. Early reading and literacy skills are well promoted through the availability of a wide range of resources in each of the designated areas, including covered dens and different role-play situations.

### Personal development, behaviour and welfare are good

Children are supported in learning to take risks. For example, they work exceptionally well together listening to one another's ideas and views before making changes to the obstacle course. They think their ideas through and cooperate with one another, without needing adult support, and manage to make a more challenging course for themselves. Children display high levels of self-esteem and high priority is placed on valuing children and helping them to feel proud of their own and others' achievements. Younger children are extremely well supported by staff who recognise the importance of allowing children to bring comforters into pre-school with them in order to help them settle.

### Outcomes for children are good

Staff make excellent use of children's interests and information gained from assessment to plan individual learning targets for children. Close partnership working with parents ensures they are fully involved in the assessment of their child and planning for the next stages in their learning. Secure systems are in place to monitor the progress that individual children make, as well as specific groups of children. As a result, all children make good progress in their learning and older children are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY368896
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	1023368
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Alison Balmer
<b>Date of previous inspection</b>	13 May 2015
<b>Telephone number</b>	01983 562341

Binstead Stepping Stones Pre-school is an established pre-school that re-registered under new ownership in 2008. The pre-school operates from Binstead Primary school on the Isle of Wight. The pre-school has its own secure outdoor play area. The provision is accommodated on the ground floor level and a ramp provides ease of access. The setting is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll and the group receives early years education funding. The pre-school supports children with special educational needs and/or disabilities and welcomes children with English as an additional language. It is open Monday to Friday from 8.55am to 3pm during the school term. Children attend for a variety of sessions. The owner manages the provision on a full-time basis and is a qualified early years practitioner. In addition, five staff work in the pre-school, all of whom are qualified.

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