

# Stepping Stones Pre-School

St. Annes Road, Denton, Manchester, Lancashire, M34 3BP



## Inspection date

8 February 2016

Previous inspection date

11 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff do not consistently complete the required progress check for children between the ages of two and three years.
- Staff do not use their observations of children's learning to plan what children need to learn next to help them make good progress.
- The planning of children's play experiences and the subsequent delivery of adult-led activities do not always offer children sufficient challenge.
- Staff sometimes speak too much and too fast to allow children to process what has been said and respond accordingly.
- Children's creative skills are not fully maximised. Staff provide templates and the same resources, which results in all children producing the same end product.

### It has the following strengths

- The pre-school is well established within the community, with many parents returning with younger siblings.
- Staff have strong relationships with children. Parents comment how happy they are with the care and support given to their children. They particularly enjoy the home linked backpacks. This cohesive approach helps to support parents to be involved in their child's learning.

## What the setting needs to do to improve further

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

	Due Date
■ carry out the required progress check for children between the ages of two and three years	29/02/2016
■ ensure that staff make good use of their observations of children's learning and use this information to plan for children's individual next steps in learning	29/02/2016
■ ensure that children's daily play experiences and adult-led activities are tailored to individual children's needs and adapt teaching to offer all children different levels of challenge.	29/02/2016

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

- give children time to think and respond to staff's questions
- provide children with more opportunities to develop their own creative ideas and develop a have a go attitude towards learning.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with the management team and members of staff.
- The inspector and provider observed and discussed a group-time session.
- The inspector held a meeting with the provider and deputy manager. She looked at a range of documentation, including the provider's self-evaluation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a small selection of staff, parents and children during the inspection and took account of their views. She also viewed an email sent from a parent to the provider prior to the inspection.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager and deputy manager monitor staff practice. They view staff's evaluations of children's learning and the planning of daily play experiences to highlight any improvements that may need to be made. However, there still remains some weaknesses that need to be addressed in order to deliver good quality childcare. The staff team work very closely together and receive one-to-one supervision sessions which are tailored to enhancing their professional practice. Since the last inspection the provider acted swiftly to recruit another qualified member of staff. Routines have been reviewed and now children are able to move more easily between activities. A range of policies and procedures supporting children's health, safety and well-being is in place. The arrangements for safeguarding are effective. All staff receive safeguarding training and are aware of their responsibilities, including the procedures to follow to protect children from harm. Recruitment procedures are robust. Staff complete ongoing suitability checks to further support keeping children safe.

### Quality of teaching, learning and assessment requires improvement

Staff are well qualified and demonstrate some awareness of how children learn. Staff support younger children to develop their muscle control as they encourage them to catch pom-poms using chopsticks. Staff, generally, interact well with children during their chosen play experiences. However, at times, some staff are over directive and answer their own questions before children have had time to think and respond with an answer. Planned, adult-directed activities are not always adapted to suit the specific learning needs of all children and do not offer most children a good level of challenge. For example, when making Chinese lanterns, staff have pre-cut the template and give direct instructions as to where to put the glue and glitter. This reduces the opportunities children have to develop a have a go attitude and limits their creative skills, as all children's end products are the same. Staff carry out some daily observations of children's learning. However, they do not use their findings well enough to plan for children's individual next steps in their learning.

### Personal development, behaviour and welfare require improvement

Staff begin to build relationships with parents and children from their very first visit. Staff gain information from parents that helps them to support children's emotional well-being during this time of change. Each child is assigned a key person who talks to parents on a daily basis, sharing relevant information. However, not all staff have completed the required progress check for children aged between the ages of two and three years. Children follow good hygiene routines and staff promote children's understanding of making healthy choices and offer healthy snacks supported by discussions. Although some activities are not adapted to suit all learning abilities, behaviour is good. Children have good manners and are very polite, which shows they have respect for others.

### Outcomes for children require improvement

Children are not yet making good progress in their learning. However, they do learn some basic skills that will help them prepare for their next stage in learning and when the time comes to move on to school.

## Setting details

<b>Unique reference number</b>	EY259694
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1007028
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Lorraine Arnold
<b>Date of previous inspection</b>	11 February 2015
<b>Telephone number</b>	07761021156

Stepping Stones Pre-School was registered in 2003. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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