

Stepping Stones RAF Leeming

Royal Air Force, Leeming, Northallerton, North Yorkshire, DL7 9NJ



Inspection date

9 February 2016

Previous inspection date

23 February 2011

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

- The quality of teaching is good. Staff gather detailed information about what children already know and make regular and precise assessments of their learning. This promotes children's learning effectively and helps ensure they make good progress.
- Children's personal, social and emotional development are given high priority by staff. Staff consistently manage children's behaviour well to help them develop an understanding of right and wrong.
- Staff place a strong emphasis on supporting children to acquire language and communication skills, including for those children who speak English as an additional language.
- The manager and the team are well established. They have an enthusiastic and dedicated approach. Parental feedback about the quality of the care and education their children receive is very positive.
- Staff skilfully interact with children to engage them in purposeful learning experiences. Children are engrossed in exploring and experimenting as they make good progress towards the early learning goals.

It is not yet outstanding because:

- The manager does not use highly effective methods of staff supervision and performance management, in order to raise children's achievements to the highest level.
- Parents are not always fully involved in contributing to the setting's self-evaluation and making suggestions for improvements.

What the setting needs to do to improve further

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

- build on the supervision and performance management arrangements to raise the quality of teaching and learning to an even higher level
- implement more thorough and focused self-evaluation which includes the views of parents and children and strengthens the links between identified priorities and plans to secure continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, including the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has a robust understanding of her responsibilities in meeting the statutory requirements. A wide range of effective policies and procedures is in place to promote children's safety and welfare. All staff complete safeguarding training and they have a secure understanding of child protection issues. They know how to respond to concerns in order to safeguard and promote children's welfare. The leadership team works closely with the local authority advisers to plan further developments to drive the quality of the provision forward and to benefit children. Overall, partnerships with parents are strong. Staff effectively engage parents in their child's learning and gather information about children's experiences at home. This has a positive impact on the progress children make. There are very successful relationships with the schools that children move on to. Staff share information about children's achievements, which helps to provide consistency for their care and learning.

Quality of teaching, learning and assessment is good

The well-qualified staff team has a secure knowledge of how children learn through play. Good teaching supports children to become inquisitive learners. Staff promptly address any potential learning needs and implement individual support plans very successfully. This demonstrates a strong commitment to narrowing achievement gaps. Children delight in playing with ice and water. They discuss how the ice melts as they hold it in their hand. They learn how things work through investigative play. Staff strongly promote outdoor learning. Children follow their own interests and play imaginatively as they use the available resources to support their play. For example, children act out narratives as they excitedly pretend to cook dinner in the mud kitchen. They fill and empty containers with enthusiasm. This supports children to be motivated and interested to learn.

Personal development, behaviour and welfare are good

The key-person system works very well throughout the setting and offers settled relationships for all children. The strong, inclusive ethos of the setting supports the promotion of tolerance and respect. Children have opportunities to gain a good knowledge and understanding of diversity through a range of activities, discussions and resources. Staff offer regular praise and encouragement as children play. Children are polite and friendly and are learning to take turns and share. Children develop new skills and staff encourage them to do things for themselves. They learn how to fasten their coats prior to going outside and serve themselves at snack time then clear up afterwards. Children gain an understanding of a healthy lifestyle and enjoy a varied menu of nutritious meals and healthy snacks and drinks.

Outcomes for children are good

All children make good progress in their learning relative to their starting points. Children participate in age-appropriate tasks and make independent choices. They are well prepared for their next stage in learning or the move on to school.

Setting details

Unique reference number	400084
Local authority	North Yorkshire
Inspection number	855374
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	121
Number of children on roll	92
Name of provider	R.A.F. Leeming Childcare Charity Committee
Date of previous inspection	23 February 2011
Telephone number	01677 457592

Stepping Stones RAF Leeming has been registered since 1987. The setting employs 18 members of childcare staff, 15 of whom hold appropriate early years qualifications at level 3 and above. The setting is open from Monday to Friday all year round, except for one week between Christmas and New Year, and on bank holidays. The breakfast club sessions are from 7.30am until 8.55am, and the after school club is from 3.15pm until 5.30pm. A holiday club runs during the school holidays from 7.30am until 5.30pm. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

