

Stepping Stones

Stanley Peters Junior & Infant School, Lake Lock Road, Stanley, WAKEFIELD, West Yorkshire, WF3 4HS



Inspection date

Previous inspection date

19 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 management team is committed to improving outcomes for children. They have high expectations of staff and provide them with regular training opportunities and supervisions. This helps them to meet the needs of children and supports all staffs' professional development.
- Staff place a high importance on keeping children safe. They complete thorough risk assessments and daily checks of the premises and remove or reduce hazards in the environment. Accidents are monitored thoroughly so that action can be taken to further reduce risks to children's safety.
- Children's health is very well promoted. They are physically active each day and are supported to understand how to make healthy food choices.
- Staff have established strong partnerships with other professionals. They work closely together to meet children's individual needs. This means all children are well supported and helps them to make good progress in their learning and development.
- Children are happy in the nursery. They enjoy learning as they engage with the exciting and challenging activities on offer.

It is not yet outstanding because:

- The management team has not yet successfully identified ways to gather parents' ideas, to help inform their self-evaluation and continually improve children's learning experiences.
- The key-person role is not yet fully established with all staff. As a result, some staff do not get the opportunity to build on their relationships with parents of children they are responsible for.

What the setting needs to do to improve further

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

- explore ways to involve parents further in sharing their ideas for improvement that strengthen the self-evaluation processes
- improve the ways the key-person system develops staffs' relationships with parents even further.

Inspection activities

- The inspector met with the manager and provider and reviewed their operational documentation.
- The inspector observed activities in the indoor and outdoor areas. She jointly evaluated an activity with the manager.
- The inspector took into account the views of parents and children spoken to during the inspection.
- The inspector reviewed children's learning records. She checked evidence of staff suitability and their qualifications.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector reviewed the processes for keeping children safe, including risk assessments and policies used by the nursery.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Staff are well supported by a motivated management team who use their knowledge of the requirements of the Early Years Foundation Stage very well. Arrangements for safeguarding are effective. All staff have a clear understanding of their role and responsibility with regard to safeguarding children in their care. In addition, recruitment procedures are robust, this helps towards keeping children safe. Staff work well with teachers of local schools. For example, they take children on visits before their eventual move to school to help them to become familiar with their new environment. The provider monitors children's development and has an overview of the progress that each child makes. This helps to close any identified gaps in children's learning.

Quality of teaching, learning and assessment is good

Children benefit from a good balance of adult-led and child-initiated play. They enjoy the freedom to choose from a wide range of well-maintained resources. This supports them to become independent learners. Children are well prepared for school. Staff promote children's mathematical and problem-solving skills effectively. For example, they encourage children to make predictions and use mathematical language in their play. Children compare the size of bears to see which is bigger and which is smaller. Children's early writing skills are also promoted. For example, younger children enjoy making marks in the sand and older children enjoy learning to write their names. Children's speaking and listening skills are supported well and staff encourage them to join in conversations and recall events that happen at home.

Personal development, behaviour and welfare are good

Children are confident and they behave well in this calm and positive nursery. They are supported by staff who are positive role models. Staff continually encourage children in their learning and development and praise is consistently well delivered. Children respect the environment and learn to respect and celebrate each other's differences. They enjoy visiting their local community, learn to write their name in Chinese and discuss and sample foods from around the world. Mealtimes are very relaxed and sociable. Children are helped to develop good independence skills when they serve their food and pour their own drinks. Children are well supported to develop the skills they need for moving on to school. The provider works closely with parents to identify any additional support which may be needed during children's transition periods. Children with additional needs are well supported. Staff communicate children's needs well, fostering a whole team approach to supporting their individual needs.

Outcomes for children are good

All children, including those with additional needs, make good progress in relation to their starting points. They are active learners who are inquisitive and motivated. Children enjoy activities which promote their learning across all areas of their development. They are encouraged to share their ideas and quickly learn that their opinions are important. This helps them to build their confidence and self-esteem and to be ready for their next stage of learning.

Setting details

Unique reference number	EY479376
Local authority	Wakefield
Inspection number	984315
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	2 - 12
Total number of places	38
Number of children on roll	100
Name of provider	Claire Louise Dobson
Date of previous inspection	Not applicable
Telephone number	01924 835353

Stepping Stones registered in 2014. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. It provides funded education for two-, three- and four-year-old children. The nursery employs nine members of staff, of whom eight hold appropriate early years qualifications at level 2 or above.

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