

Stepping Stones Pre-School



Rear of Exning CP, Oxford Street, Exning, **NEWMARKET**, Suffolk, **CB8 7EW**

Inspection date	21 March 2016
Previous inspection date	4 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- An outstandingly stimulating and welcoming environment helps to inspire children. They become extremely keen learners and demonstrate exceptionally positive behaviour.
- The manager and staff use a wide range of interactive communication methods to engage parents and other professionals. Pertinent information is shared consistently. All adults work extremely well together to promote children's excellent progress.
- The staff are exceptionally well qualified and experienced. They plan and provide a remarkable range of multisensory, high-quality activities. These experiences help children to continuously extend their skills in readiness for the next stage of learning or the move on to school.
- The views of each child and those of their family are highly valued. These are gathered, used and evaluated extremely well by staff as part of the continual strive to improve standards.
- Every child makes exceptional progress, including those who have special educational needs, those for whom the setting receives additional funding and the most able. Their personal achievements are widely recognised and celebrated.
- Staff support children's learning extremely effectively. Exciting and exhilarating activities and educational opportunities are planned that are worth sharing with other settings.
- All children are extremely well settled and very eager to join in activities. They make independent choices as they play and investigate. Children interact considerably with each other and staff. They show very high levels of confidence and their communication skills are excellent.

What the setting needs to do to improve further

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

- continue to refine and embed the process for tracking children's progress and drawing together precise information that can be passed on to the next setting or school.

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outside and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff and relevant training certificates.
- The inspector reviewed reflective practice procedures used by the manager and staff.
- The inspector took account of verbal feedback from parents.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager provides inspiring leadership. Staff are supported exceptionally well to continue extending their teaching skills through personally tailored, professional development plans. This also enables them to enhance their understanding of child development. For example, staff identify and understand the urges children have to continually repeat play as they investigate and develop their ideas. Staff monitor children's ongoing welfare and learning extremely well, ensuring that they make consistently high rates of progress, and any gaps in learning are minimised immediately. This fully supports all groups of children. There are plans to further refine these tracking processes, in order to detect more-subtle variances in learning and ensure that the final reports shared with a child's next setting or school are even more precise. The arrangements for safeguarding are effective. Children's safety remains the top priority. All records are checked meticulously. The management team and staff have a deep understanding of their responsibilities and take immediate action if they feel a child is at risk of harm.

Quality of teaching, learning and assessment is outstanding

All the children attending rapidly become successful and confident learners. Staff skilfully extend children's understanding of language, numbers and how to use their developing physical skills independently and successfully. Children confidently communicate their ideas as they solve problems. For example, a small-group work collaboratively, arranging large bamboo tubes at differing levels. They balance these carefully, and demonstrate excellent coordination as they use string to hold additions in place, such as a magnet and a large container. The children learn that the weight of the container when moved forward, brings the tubing downwards. They experiment by rolling plastic balls along the tube and discover how to use gravity and a counterweight to get the ball to travel from one end to the other.

Personal development, behaviour and welfare are outstanding

Children form secure emotional attachments supported by staff who learn about their family situations and specific care and learning needs. Staff value children's achievements. Artwork is attractively displayed and plenty of descriptive praise and encouragement boosts children's self-esteem, helping them to feel confident and secure. Children's behaviour is exemplary. Staff are excellent role models. Their considered, sensitive guidance helps children to learn good manners and how to be considerate to others. Children use sand timers to manage time fairly, taking responsibility independently. They are self-sufficient, developing an excellent understanding of how to manage risks. The development of physical skills enables them to manage their personal needs exceptionally well.

Outcomes for children are outstanding

Children make excellent progress from where they start in their learning. They are highly motivated, curious and confidently test out their growing knowledge through investigation and problem solving. Children are successful learners. They show high levels of concentration and have excellent communication skills.

Setting details

Unique reference number	251670
Local authority	Suffolk
Inspection number	854786
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 - 4
Total number of places	26
Number of children on roll	46
Name of provider	Stepping Stone Pre-School (Exning) Committee
Date of previous inspection	4 February 2011
Telephone number	01638 600079

Stepping Stones Pre-school was established in 1976. It operates from a building within the grounds of Exning Primary School. Staff provide support for children with disabilities and special educational needs. The Pre-school employs eight members of childcare staff. Of these, one staff member is an Early Years Professional and one staff member is a Qualified Teacher. The remaining staff hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3pm. The pre-school provides funded 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

