

Stepping Stones Pre-School



Clipston School, High Street, Clipston, Market Harborough, Leicestershire, LE16 9RU

Inspection date

9 May 2016

Previous inspection date

14 May 2009

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

- Staff create a vibrant, stimulating learning environment where children's natural curiosity to learn is nurtured. Staff have a superb understanding of how children learn. They plan an excellent range of imaginative play experiences for children inside and outdoors.
- Children display excellent behaviour. They show great respect for their friends and the resources. Children share, take turns and negotiate while playing. Older children effectively support the younger children in the group as they develop these skills too. Staff praise children for their efforts and achievements which contributes to their high levels of self-esteem and confidence in all they do.
- Staff take highly effective steps to ensure all areas of the pre-school are safe and suitable and children's safety is paramount. Children learn about their own safety and that of others through everyday routines and experiences.
- The manager and staff continually strive for excellence. This high-quality childcare is supported excellently through a rigorous process of self-evaluation. The manager and staff actively seek the views of children and parents who use their service to continually enhance this already excellent provision.
- The support for pupils who have special educational needs or disability is exceptional. Staff use highly effective strategies to help children develop their confidence and engage in learning. They work cohesively with professionals involved in children's lives to significantly enhance children's care and learning through a consistent approach.

What the setting needs to do to improve further

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

- implement the proposed plans for enriching children's awareness of the natural world and evaluate the impact of this on their learning and development.

Inspection activities

- The inspector observed activities in all of the play areas, the outside learning environment and conducted a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager of the provision. She spoke to staff and children throughout the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the manager's evidence of self-evaluation and a range of other documents.
- The inspector took account the views of parents spoken to on the day of the inspection.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager and staff remain vigilant to the signs of abuse and neglect. Their knowledge of the procedures to follow should they have a concern about a child is secure. Robust recruitment and selection procedures ensure that all staff are safe and suitable to work with children. Highly effective routines are established for monitoring the educational programme and staff's performance and professional development. As a result, staff maintain an excellent understanding of high-quality childcare. Partnership working with parents, school and external professionals is first class. This, along with the rigorous monitoring of children's progress, helps staff to swiftly close any gaps in learning when they are identified and provide challenge and extension for children who are exceeding expectations.

Quality of teaching, learning and assessment is outstanding

Staff encourage effective interaction and communication to continually support and extend learning. They use excellent questioning techniques encouraging children to pre-empt and formulate ways of solving problems. Children learn the importance of listening to others while still offering their own ideas. They relish creating their own stories. Children's imagination flows as they create different experiences for a character and illustrate its adventure. Staff are highly skilled in developing children's own ideas around a subject, such as shapes and colours. Critical thinking is significantly enhanced as children engage in Forest School activities. They learn the importance of keeping themselves safe, using tools effectively and working in partnership when building dens. They carefully mix different materials and liquids together, making their own potions. While children engage in a wealth of excellent learning opportunities, the manager and staff are keen to enrich children's awareness of the natural world further.

Personal development, behaviour and welfare are outstanding

Children settle excellently into pre-school. They are supported superbly by an effective and well established key-person system. Children's confidence and self-esteem is exceptionally well supported. Staff celebrate children's achievements and recognise their efforts and perseverance in completing tasks. Children are confident, competent communicators. They show great confidence, following their own interests, asking questions and explaining their own ideas and reasoning. Children's self-help skills are nurtured excellently. They show superb independence and confidently deal with their personal hygiene needs. Children relish time outdoors in the fresh air. They develop strength and their physical skills through the excellent activities and resources outdoors.

Outcomes for children are outstanding

All children make excellent progress in this vibrant environment. Children are confident, self-assured and eagerly share their ideas and experiences. Children confidently recognise letters, numbers and shapes. Children thrive in this environment. They develop independence and manage their self-help skills very well. Focused learning plans effectively support children with special educational needs or disability. Children learn the necessary skills in readiness for the move to school.

Setting details

Unique reference number	219879
Local authority	Northamptonshire
Inspection number	854530
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	18
Number of children on roll	31
Name of provider	Stepping Stones Pre School Clipston Committee
Date of previous inspection	14 May 2009
Telephone number	01858 525113

Stepping Stones Pre-School was registered in 1993. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs or disability.

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