

# Cadeby Lane Stepping Stones



St Peters Primary School, Station Road, Market Bosworth, Warwickshire, CV13 ONP

<b>Inspection date</b>	7 June 2016
Previous inspection date	12 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are extremely well settled and confident. They are very secure and self-assured; even the youngest children test their skills and try out challenging activities without support from adults.
- Staff accurately assess children's development and successfully plan activities that support all children to make good progress.
- Managers work closely with parents and external partners to plan and review their work with children who need extra support. Extra funding, such as the early years pupil premium, is used thoughtfully. Children are beginning to catch up with their peers.
- Children have extremely positive attitudes towards their play and learning. They are inquisitive, concentrate and persevere. They listen to and watch adults, and use what they learn in their play.
- Children learn in an interesting and exciting environment. They experience good quality learning activities as they move freely between the indoor and outdoor spaces.

### It is not yet outstanding because:

- Managers and staff have only a basic understanding of wider safeguarding subjects, such as what disqualifies an adult from working with children and how they might recognise a child is being exposed to extreme ideas about right and wrong.
- Staff do not have planned, regular opportunities to meet with their manager to discuss their professional development, concerns and sensitive issues.
- Staff do not always use opportunities that arise during play to extend and challenge children's skills, knowledge and understanding.

## What the setting needs to do to improve further

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

- deepen managers' and staff understanding about what disqualifies a person from working with children and of wider safeguarding subjects, such as what might indicate a child is being exposed to extremist views
- improve the performance management system so that staff have planned, regular opportunities to meet with their manager to review their professional development and progress, and discuss any concerns or sensitive issues
- develop staff skills in recognising and using opportunities that arise during children's play to challenge and enhance what children know, understand and can do.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector spoke to members of staff at appropriate times and held a meeting with the managers.
- The inspector carried out a joint observation with one of the managers.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working with the children and a range of other documentation, including policies and procedures.

### Inspector

Joanne Smith HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Managers monitor children's progress twice a year. They use the information they gain from their review effectively. They identify areas of learning where children are not doing as well as they expect and check that vulnerable or disadvantaged children are not falling behind their peers. Where gaps or concerns are identified work is well-focused to address them. The arrangements for safeguarding are effective. All adults know and understand the procedure to follow if they have concerns about a child's welfare or a colleague's behaviour towards children. Managers make sure that children experience a varied range of activities; within this, adequate attention is given to improving children's awareness of different traditions, families and cultures.

### Quality of teaching, learning and assessment is good

Managers model excellent teaching techniques when they work with the children. The staff team observe managers' practice for their professional development. This has a positive effect on the teaching, although the whole team has not yet achieved the same high standard. Staff are attentive and listen to children as they play. They use what they learn from the children and their parents to identify relevant next steps for children's learning and to provide activities that stimulate children's interest. Activities are used effectively to introduce new concepts and to review what has been learned before. Children who took part in a seed planting activity remembered that seeds need sunshine and water to grow and learned that compost is like food for seeds. Adults model learning well. As they read story books to children they make comments such as, 'I didn't know that. It's amazing what you can learn from a book.'

### Personal development, behaviour and welfare are outstanding

Children behave extremely well. They have a very good understanding of the day's routines and what is expected of them. Children are keen to take on responsible jobs, such as helping to prepare snack and wash up cups and plates afterwards. Children take pride in doing these jobs with the staff. Staff are highly perceptive and quickly notice when a child needs help. Children receive enthusiastic and meaningful praise when they have achieved something new. Their success is celebrated and shared with others so that they know how special their achievement is. Older children are developing friendships. They play creative and imaginative games together, successfully negotiating roles and responsibilities with each other.

### Outcomes for children are good

Children are independent and make good decisions about how and where they play. Older children make patterns and shapes that represent writing and some can write their name. Children develop mathematical skills. Older children count objects accurately and make confident attempts to answer when staff ask how many items are left when one has been taken away. Young children develop essential physical skills, for instance, control and coordination through activities such as balancing on planks. Children who are moving on to school are very well supported to prepare for this significant change in their life through a carefully considered range of activities, which includes trying school lunches.

## Setting details

<b>Unique reference number</b>	EY321534
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1030390
<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 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Cadeby Lane Stepping Stones Partnership
<b>Date of previous inspection</b>	12 December 2008
<b>Telephone number</b>	07769622736

Cadeby Lane Stepping Stones at St Peters Primary School opened in 2006. The setting operates a pre-school from a mobile classroom and has access to an outside area. The provision operates term time only, Monday to Friday, from 8.45am until 2.45pm. The after-school club is based in the school hall and in the ICT suite once a week. Eight members of staff work in the setting, of these, one is a qualified teacher, five hold a relevant qualification at level three and two are unqualified. It runs term time only Monday to Friday from 3pm until 5.30pm. The holiday club is run for the first three weeks of the summer holiday and runs Monday to Friday from 9am until 5pm.

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