

# Stepping Stones Pre-School



Catholic Hall Parish Church, Norwich Road, Wymondham, Norfolk, NR18 0QE

<b>Inspection date</b>	21 October 2016
Previous inspection date	12 November 2013

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff team are committed to providing children with high-quality care and education. Consistent monitoring of the pre-school contributes to successful continuous improvement. Staff are keen to improve and develop, and relevant training is utilised to enhance their practice, understanding and knowledge to benefit children.
- Children are eager to attend the pre-school and settle quickly. The staff are friendly and approachable. They build good relationships with the children so that they feel confident and secure.
- Once children are in their regular care, the well-qualified staff make accurate assessments of what children know and can do and have a good awareness of children's individual needs. Staff effectively use this information to provide activities that are matched to children's abilities. Children make good progress in their learning.
- Children have daily opportunities to be active, either in the large hall or on walks in the environment to the local park and library. Children have good opportunities to discover and learn about the world around them. They learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences.

### It is not yet outstanding because:

- Staff do not gather enough detailed information from parents about children's capabilities at home when they first start at the pre-school to help them to assess children's starting points.
- Staff have not fully developed partnership working with other settings that children attend to consistently support them to make rapid progress in all areas of learning.

## What the setting needs to do to improve further

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

- work more closely with parents when children first start at the pre-school to gather more-detailed information about what their children can already do
- strengthen partnerships and the two-way flow of communication with the other early years settings children attend, to provide more consistency for children in their learning and development to complement the good learning already taking place in the pre-school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, including records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

Staff ensure that children make good progress from their starting points and keep accurate records of children's achievements and progress. Staff identify where extra individual support may be required and work with parents to help them to gain this support swiftly. Additional funding is spent effectively to help to promote the development of children. There are effective systems in place for monitoring staff performance and supervision. Staff have robust policies and procedures that are in line with current legislation and guidelines to support their good practice. The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and are fully aware of what to do should they have any concerns about children's welfare.

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

Staff demonstrate a good understanding of how children learn and develop. They carefully organise the environment to provide children with a balanced range of activities to promote all areas of learning. Children confidently move around the hall, choosing what they would like to do next. They enjoy exploring how things feel. They make cakes with play dough and investigate natural items, such as pine cones. Staff get down to children's level and interact purposefully as children play alongside each other sharing ideas. Staff skilfully ask questions, building on what children already know. Staff actively promote children's mathematical skills. They seize opportunities to incorporate numbers into children's everyday play. Children who speak English as an additional language are supported well. Staff use a wide range of strategies, such as using picture cards, speaking clearly and using simple language. They work closely with parents to promote language development in the pre-school and at home.

### Personal development, behaviour and welfare are good

Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their sense of self-esteem and confidence. Staff encourage children to be independent and responsible. For example, children find their name card to self-register on arrival, and pour their own drinks. Children develop good social skills and particularly enjoy times when they come together for a snack. Staff carry out risk assessments and daily checks of the premises and outings to ensure that all areas used by the children are safe and suitable.

### Outcomes for children are good

Children develop many skills needed for the next stage in their learning, such as starting school. They make friends and learn how to share and take turns with popular toys and resources. Children are familiar with the daily routine. They learn to listen and respond to instructions. Children enjoy looking at books independently and with staff. They eagerly join in with familiar phrases and actions during group singing and story activities. Children have many opportunities to develop their early writing skills. They develop their counting skills and confidently use scissors. All children make good progress in their learning given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	EY382637
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1065272
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Samantha Ann Standley
<b>Registered person unique reference number</b>	RP515261
<b>Date of previous inspection</b>	12 November 2013
<b>Telephone number</b>	07787550462

Stepping Stones Pre-School was registered in 2008. The pre-school employs nine members of childcare staff. All hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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