

# Stepping Stones Pre School

Ascension Church Hall, Claude Avenue, Oldfield Park, Bath, BA2 1AG



## Inspection date

23 February 2017

Previous inspection date

5 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff plan a wide range of exciting learning experiences for children. Children thoroughly enjoy joining in with planned activities, such as counting games and music sessions. Children all make good progress in their learning, given their starting points.
- Children behave very well. Staff use their training successfully to support children in managing their emotions and considering other people's feelings.
- Staff have good partnerships with parents and other early years settings that children attend. They hold regular meetings to share information about children's development and care, to enhance their planning for children's future learning.
- The manager uses supervision well to support staff to develop their knowledge and skills and ensure positive outcomes for children. For example, staff use their training in storytelling effectively to develop children's good communication and literacy skills.
- Staff provide meaningful opportunities to teach children about their different cultural backgrounds. Children learn to respect and value other faiths and traditions.

### It is not yet outstanding because:

- The assessment process is not fully effective to ensure staff monitor children's achievements regularly and precisely, to identify any gaps and inform the planning more promptly.
- Children do not have many opportunities to develop their knowledge and understanding of technology.

## What the setting needs to do to improve further

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

- develop the assessment process further so that staff monitor children's achievements more regularly and precisely, to identify any gaps promptly and inform planning more effectively
- provide more opportunities for children to explore and use more technology.

### Inspection activities

- The inspector observed children engaged in activities in the playroom and garden, and assessed the impact of the quality of teaching on their development.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the manager, and spoke with members of staff and children at convenient times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, policies and procedures, and children's learning records.
- The inspector spoke to parents and took their views into account about the quality of the provision.

### Inspector

Sarah Peacock

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff receive regular safeguarding training to maintain their good knowledge of how to identify and manage child protection concerns. The manager follows rigorous safer recruitment and induction procedures and checks staff's ongoing suitability for their roles. The manager monitors children's progress well to identify where they may need additional support. She has formed strong partnerships with external agencies to provide specialist support for children who have special educational needs. The manager involves staff well to evaluate their practice effectively and identify areas for development. This has led them to increase the outdoor resources, to include pipes, crates and materials, for example, to stimulate children's investigative and exploratory play.

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

Staff regularly observe children and identify what they need to learn next. They use this information well as they interact with children during activities to further their development. For example, staff teach children well to help them to complete puzzles. They engage children well, asking them questions that encourage children to explore and try out their ideas. Staff use small group time effectively to tailor activities to children's needs. For example, older children enjoy playing a game to learn letter sounds and younger children use resources to act out rhymes. Children have many opportunities to develop their physical skills. For example, they use balance bicycles outside, and practise their fine motor skills by using tools to mould playdough. Staff indulge children's curiosity well. For example, they provide scarves and streamers for children to use outdoors to explore on a windy day.

### Personal development, behaviour and welfare are good

Children build secure emotional attachments to staff. Staff are nurturing towards children and provide reassurance to help those who are new to the setting to settle quickly and become confident. Children are sensitive to the needs of others. For example, older children encourage the newer ones to join in with games. Staff praise children's efforts, which effectively builds children's self-esteem. Children develop good social skills. For example, they play harmoniously together in the outdoor kitchen, taking turns and sharing resources. Staff teach children well how to stay safe and lead healthy lifestyles.

### Outcomes for children are good

All children gain good skills that prepare them well for their move to school. They are successful and confident learners, who concentrate very well during group activities. Children develop a love of books and stories. For example, they listen intently as the manager reads poems and are keen to join in with repeated phrases.

## Setting details

<b>Unique reference number</b>	133083
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	1068479
<b>Type of provision</b>	Full-time 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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Stepping Stones Pre-school (Bath) Committee
<b>Registered person unique reference number</b>	RP522173
<b>Date of previous inspection</b>	5 June 2014
<b>Telephone number</b>	07811 973568

Stepping Stones Pre School registered in 1994. It operates from a church hall in the Oldfield Park area of Bath. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It is open Monday to Friday term time only, from 9.30am until 12.30pm, with extended sessions on Mondays until 2.30pm and on Thursdays until 1.30pm. The pre-school employs seven staff, of whom two hold early years professional status, three are qualified to level 3 and two are qualified to level 2.

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