

# Stepping Stones

Blossomgate, Ripon, North Yorkshire, HG4 2AJ



## Inspection date

11 April 2017

Previous inspection date

23 March 2015

<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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children are given a wide range of activities and resources to play with. They are confident in making their own choices and staff support them well in their play.
- Staff have created good partnerships with schools children attend. Information is shared regularly regarding topics children are learning about at school. Staff complement and extend children's learning during their time in the setting.
- Staff know children and their families well. They tailor the service to meet each family's individual needs. Parents are exceptionally complimentary of the staff.
- Staff are well qualified and have a good attitude to developing their professional capabilities. They attend training opportunities regularly. The manager works closely with staff to identify their training needs.
- Children have lots of opportunities to exercise. They enjoy playing outside, taking part in team games and exploring the outdoors. They use bicycles, trampolines and climbing equipment, learning how to move and balance in different ways.

### It is not yet outstanding because:

- The management team does not always give staff enough information about their targets for improvement to ensure that they are all working together to improve the setting even further.
- On occasions, staff do not do enough to ensure children understand the importance of listening to each other's views and ideas.

## What the setting needs to do to improve further

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

- share more information with staff to further drive the improvement of the setting
- support children to understand the importance of listening when other children are speaking.

### Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff know their responsibilities to safeguard children and protect them from harm. They know how to recognise the signs and symptoms of abuse or neglect. Staff update their knowledge and understanding regularly. The manager ensures safeguarding is discussed at each staff meeting and during staff supervision meetings. Furthermore, comprehensive risk assessments are in place and staff ensure the premises are safe and secure at all times. New staff are safely recruited and their identity is checked. All staff are rigorously vetted to help ensure they are suitable to work with children. Staff feel part of the team. They work well together and feel well supported by the manager, who works with them to develop their practice and the quality of their teaching. The manager listens to staff's views and regularly obtains the views of parents. Questionnaires are used to evaluate the service and information gathered is displayed and shared with staff and parents.

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

Staff work closely with children to plan exciting and stimulating activities. Children write down their interests and wishes, which staff take into account. Children's learning at school is incorporated into play and planned activities. For example, they draw sharks and learn more about the Saxons, as this is what they are learning about at school. Children excitedly choose games to play. They cooperate with each other and take turns. Older children support younger children. They help them to read recipes as they bake cakes and involve them in games. Staff extend children's learning through conversations and by involving themselves in children's play when invited. Staff ensure children have lots of space to play. Resources are of a good quality, are plentiful and give children a wealth of choice.

### Personal development, behaviour and welfare are good

Children are happy and settled. Staff meet children's individual needs and ensure they liaise with parents to gather information about children's well-being when they arrive. Children enjoy their time in the setting and are keen to get involved in the activities planned. Staff know children well and children are confident to ask for help and support when needed. Relationships between staff and children are strong. Children have created their own respect code, which they are proud of and keen to share with visitors. Children are kind and caring. They behave very well and understand the rules and boundaries in the setting. Staff promote positive behaviour and teach children right from wrong. Children enjoy snack and mealtimes as social occasions. They bring healthy packed lunches and staff provide fruit and water, which are always available. Children are developing a good understanding of how to follow a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY221441
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1091356
<b>Type of provision</b>	Out of school 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>	5 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Jayne Nadine Blakey
<b>Registered person unique reference number</b>	RP910001
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01765 692402

Stepping Stones registered in 2002. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 9am and 3pm until 6pm during term time, and from 8am until 5.30pm in the school holidays.

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