

Stepping Stones Pre-School



Aldborough CP School, Alby Hill, Alby, Norwich, Norfolk, NR11 7PH

Inspection date	11 October 2017
Previous inspection date	8 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Some members of the management committee have not provided Ofsted with the required information so that all checks can be completed to assess their suitability to be part of the registered body.
- Staff do not make the most of opportunities to talk to children about risks in the environment or help them to learn to identify and manage risks for themselves.
- Staff's monitoring of children's progress is not robust enough to allow any emerging gaps in children's learning to be swiftly addressed.

It has the following strengths

- Staff positively interact with children throughout the day. They know the children well and understand how children learn and develop. They support children to achieve their next steps in learning, enhancing their level of engagement in activities.
- Staff work effectively in partnership with parents. They provide many opportunities for parents to review children's learning and to discuss this with staff. Parents share important information with staff about children's interests and development at home.
- Staff are good role models for children. They have high expectations for children's behaviour. They speak softly to children in the welcoming and warm environment. Staff remind children to respect and take account of other people's views.
- Children are confident to talk to others. They are inquisitive and ask questions. They take pride in their achievements and are keen to have a go at small tasks.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- provide Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee. 11/11/2017

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

- promote children's deeper understanding of how to keep themselves safe and help them to develop their skills in identifying and managing risks for themselves
- strengthen the systems for monitoring children's progress so that any emerging gaps or weaknesses in their learning are prioritised swiftly.

Inspection activities

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

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Some members of the management committee have not provided Ofsted with the required information so that all of the suitability checks can be completed. However, they have all completed Disclosure and Barring Service checks, they do not have unsupervised access to children and are not involved in the recruitment of staff. Safeguarding is effective. Staff understand the procedures they must follow if they are concerned about children's welfare. The manager follows robust procedures when recruiting staff. For example, she checks on their previous employment and confirms their identity. Staff monitor children's progress. Sometimes, they do not regularly review this to gain a robust overview of children's development. The staff team work closely together and provide support and guidance for each other. They share ideas from training they have attended. The manager provides staff with opportunities to discuss areas to improve and to add their views when evaluating the effectiveness of provision.

Quality of teaching, learning and assessment is good

Staff skilfully follow children's interests as they play to enhance their learning and engagement in activities. They talk to children about their interests at home to develop their communication and language skills. Staff encourage children to count cars as they play. They extend children's learning as they encourage them to select a number of cars of the same colour. Children listen to staff's instructions to demonstrate their learning. Children's learning in literacy are promoted well. They eagerly listen to stories and join in with familiar rhymes. They have regular opportunities for writing, such as making lists in the role-play area or making marks using paintbrushes on the path outside.

Personal development, behaviour and welfare are good

Staff are vigilant so that children are safe in the pre-school. However, they quickly intervene to manage risks without further discussion. For example, children leave bicycles on the ground next to the large play equipment. Staff promptly remove them but do not explain to children about the risks or help them to identify where would be safe to leave their bicycles. Staff encourage children to adopt healthy lifestyles. They play actively outdoors and staff talk to them about the effect of exercise on their bodies when they come inside to cool down. Children eat healthily at snack time. They wash their plates after snack time and help to tidy away toys. This promotes their independence and helps them to develop a sense of responsibility.

Outcomes for children are good

Children progress well in their learning given their starting points. They enjoy to take part in activities which staff plan for them. Equally, they enjoy playing imaginatively and exploring their own ideas. For example, they work together to use planks of wood to make a road for their trucks. Children are confident, communicate well and are eager to learn. They engage well in activities showing concentration and determination. They are prepared well for the next stage in their learning, such as school.

Setting details

Unique reference number	254293
Local authority	Norfolk
Inspection number	1103345
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	22
Name of registered person	Stepping Stones Pre-School (Aldborough) Committee
Registered person unique reference number	RP523661
Date of previous inspection	8 July 2014
Telephone number	01263 768 766

Stepping Stones Pre-School registered in 1999. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 3.30pm. The pre-school also offers after-school sessions for children attending the local school, sessions are from 3.15pm to 5.30pm each school day. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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