

Stepping Stones (Altrincham) Ltd

St. Albans Church Hall, Lindsell Road, West Timperley, ALTRINCHAM, Cheshire,
WA14 5NX



Inspection date

30 November 2017

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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 provider regularly evaluates the quality of her provision and identifies future priorities for improvement. She displays a commitment to providing a high-quality service for children and families.
- Staff support children's communication and language skills well. They model language and provide children with clear instructions during activities. Children have lots of opportunities to take part in discussions and share their views.
- Staff know their key children well. They collect detailed information about children's existing skills and interests when they first start. Children settle quickly and develop close attachments to staff.
- Children have a good range of opportunities to develop their understanding of the wider world. They learn about nature and discuss ways to care for the environment.
- Children learn to be independent and take pride in assisting with simple tasks. They confidently serve themselves during snack times and help staff to tidy away afterwards. Staff encourage children to make choices and direct their own learning.

It is not yet outstanding because:

- Staff do not make the most of opportunities to promote and extend children's learning at home.
- Systems for professional development do not focus sharply enough on evaluating the quality of teaching and raising staff's practice to the highest level.

What the setting needs to do to improve further

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

- use a wider range of strategies to help promote children's learning at home
- enhance the programme of professional development to focus more closely on evaluating the quality of teaching to help continually build on staff's practice and skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents and also considered their views in written form.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff display a good understanding of how to promote children's welfare and report any concerns about their safety. All staff have completed child protection training and access regular safeguarding updates. The manager reviews her policies and ensures staff have a clear understanding of changes in government guidance. The manager has implemented systems to monitor the progress of children and identify gaps in their learning. She meets with staff to discuss assessments and supports them with planning. When necessary the manager seeks the involvement of other professionals to help support children's individual needs. She works with the local authority adviser to evaluate the quality of her practice and implement changes.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good understanding of how young children learn and develop. They complete regular observations of children's learning and assess their progress. Staff use their knowledge of individual children to plan a wide range of stimulating activities and experiences. Children enjoy selecting activities and resources independently. They engage in role-play activities and display a good ability to play imaginatively. Children have opportunities to take part in practical activities and investigations, including making pretend volcanos. They are curious and observe how objects and wheeled toys move. Staff respond well to children's developing interests and facilitate their learning. They use questioning well to help extend children's learning.

Personal development, behaviour and welfare are good

Children's physical development is supported well. For example, staff plan regular active sessions and activities to support children's control and coordination. Children show high levels of concentration as they use tweezers to pick up small objects. They experiment with different ways to make marks and engage in messy play activities. Staff act as good role models and promote positive behaviour. They plan activities to help support children's understanding of sharing and taking turns. They use praise well to promote children's self-esteem and reward acts of kindness. Children take part in recycling projects and learn about being responsible. The provider has begun to make some links with local schools and other early years settings that children attend. Staff share information with parents about children's achievements and stages of development. They prepare reports for teachers when the time comes for children to move to school.

Outcomes for children are good

Children enjoy their time at the setting and make good progress in their learning. They display confidence in their own abilities and attend to their own needs. Children are inquisitive and display a positive attitude to new experiences. They develop good social skills and learn to respect the needs of others. Children display an interest in early literacy and mathematics. They recognise their names on the registration board and count objects during play. Children are well prepared for their next stage in learning.

Setting details

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|--|---|
| Unique reference number | EY492281 |
| Local authority | Trafford |
| Inspection number | 1030240 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 27 |
| Name of registered person | Stepping Stones (Altrincham) Ltd |
| Registered person unique reference number | RP534481 |
| Date of previous inspection | Not applicable |
| Telephone number | 07917861505 |

Stepping Stones (Altrincham) Ltd registered in 2015. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The setting opens each weekday during term time, from 12.30pm to 3pm and from 9am to 3pm on a Thursday.

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