

Stepping Stones Pre-School York

Hurst Hall, 1 Border Road, Strensall, York, North Yorkshire, YO32 5SR



Inspection date	27 February 2018
Previous inspection date	12 February 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 are enthusiastic, energetic and know how to capture children's interests. Children are keen to join in with a range of activities and they make good progress in every area of their learning.
- Staff teach children the skills they need to start school. They understand the importance of promoting their social skills and independence. Children develop very good language, numeracy and literacy skills.
- Staff are very good role models for children and teach them how to be kind and respectful. Children's behaviour is exceptionally good. They show a good understanding of the expectation and boundaries set by staff.
- The manager and staff team have developed positive relationships with parents and other settings children attend. They regularly gather and share information about their care and learning to help promote continuity.
- The manager, staff team and committee show dedication to continually developing and improving the setting to maintain high standards of care and learning.

It is not yet outstanding because:

- Staff do not sharply focus on observations and plans for children's individual learning goals that help them to make rapid progress.

What the setting needs to do to improve further

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

- sharply focus observations, next steps and planning on children's individual goals to help them make rapid progress in every area of their learning.

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 to the children and staff throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the pre-school manager, committee chairperson and provider. She looked at relevant documentation, such as the pre-school's policies, children's learning books and evidence of the suitability of staff working in the pre-school.
- The inspector obtained written feedback from parents, spoke to a small number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The manager has developed effective ways to monitor the progress of children and staff. Staff have built partnerships with other professionals to access further help if needed. The manager and staff team use team meetings to reflect on how well children use the resources in the room and consider the impact this has on their learning. This has had a positive impact on how they prepare the environment for children to use. The manager and leadership team has developed effective relationships with the local authority and works in partnership with them to maintain the most up-to-date knowledge and practice to work with children. Safeguarding is effective. Staff attend regular training on child protection and are confident to identify and report concerns about children's welfare. The manager has completed safe recruitment training and the chairman of the committee understands how to complete checks to ensure adults are safe to be around children.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how to teach children through their play and are skilled in following their lead. For example, older children choose to paint sea creatures and engage in creative play. Staff help challenge children to write their own name using tracing or dots and develop their understanding of the world as they discuss the features of the animals and where they live. Staff are well trained and passionate about developing children's communication and language skills. Older children confidently hold conversations about their family and respond to staff's open questions. Young children thoroughly enjoy a group session and demonstrate very good listening skills. Staff gather information from parents and other settings about children's current stage of development. This helps them to form baseline assessments and promote continuity. Parents are pleased with their children's development and say staff are very nurturing.

Personal development, behaviour and welfare are good

Children have developed secure bonds with their key person and every staff member. They show they feel safe in the setting as they independently explore stimulating resources indoors and outdoors. Staff help children to understand how to keep themselves safe. For example, outdoors children thoroughly enjoy developing physical skills as they build snowmen. Staff gently remind them that the climbing frame is not in use and children show they understand this is to keep them safe and avoid slipping. Staff teach children about the importance of being healthy. Children wash their hands thoroughly and enjoy fresh fruit for snack. They show developing self-help skills as they try to pour their own drinks. Staff collect information about children's individual needs when they join the setting. This helps them to meet any specific care needs effectively.

Outcomes for children are good

Children are keen, enthusiastic learners. Older children show readiness for starting school and show particularly good skills in their literacy and social development. Young children are willing to try new activities and show confidence in expressing their needs and interests. The majority of children are working in the stages typically expected for their age and make consistently good progress in relation to their starting points.

Setting details

Unique reference number	321529
Local authority	York
Inspection number	1087811
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	64
Name of registered person	Strensall Station Playgroup Committee
Registered person unique reference number	RP518349
Date of previous inspection	12 February 2014
Telephone number	01904 442 826 07472342309

Stepping Stones Pre-School York registered in August 2000. It is managed by a voluntary committee and operates from a purpose-built community centre which is part of the Strensall Army Camp, in the village of Strensall near to York. The pre-school is open from 8.30am to midday and 12.30pm to 4pm, Monday to Friday, term time only. There are nine staff employed at the pre-school. The manager holds an appropriate qualification at level 4 and six staff hold appropriate qualifications at level 3. It provides funded early education for two-, three- and four-year-old children.

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