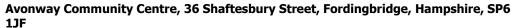
# Stepping Stones Preschool





Inspection date	16 May 2018
Previous inspection date	15 October 2015

The quality and standards of the	This inspection:	Good	2
early years provision	Previous inspection:	Good	2
Effectiveness of the leadership and m	anagement	Good	2
Quality of teaching, learning and asse	ssment	Good	2
Personal development, behaviour and	welfare	Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

#### This provision is good

- Children enjoy a broad variety of activities that motivates and interests them. The staff create a stimulating environment indoors and outside for the children to explore.
- Staff encourage children's language particularly effectively, provide interesting physical challenges and include mathematical opportunities throughout the play environment. Children make good progress.
- Staff promote children's safety very well. They carefully risk assess the premises, and are highly vigilant, indoors and out. Staff encourage children's awareness of safe behaviours and enable them to take supervised risks.
- Parents say they are kept well informed of their children's progress and staff are very approachable.
- Staff are calm and patient role models, and they are sensitive to the children's individual needs. Children's behaviour is good.
- Overall, staff develop good working relationships with professionals and parents.

#### It is not yet outstanding because:

- Staff do not consistently share ideas with parents to maximise their children's learning at home.
- Staff miss opportunities to encourage children's awareness of the natural world and living things.

## What the setting needs to do to improve further

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

- develop ways to further encourage children's learning at home
- develop more opportunities for the children to learn about the natural world around them and the life cycle of living things.

#### **Inspection activities**

- The inspector reviewed the resources and had a tour of the setting with the manager.
- The inspector considered the comments of five parents.
- The inspector talked to the children about their activities and observed them and the staff at play.
- The inspector discussed aspects of practice with staff and reviewed a selection of documents provided by the manager.
- The inspector observed and discussed a planned activity with the manager.

#### Inspector

Lynne Lewington

## **Inspection findings**

#### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the procedures to follow if they have concerns about the welfare of a child. Management supports staff's professional development effectively. For example, attending training and sharing expertise have helped staff to improve their teaching of communication and language. Children's progress is monitored effectively by the staff and management. They identify children who are at risk of falling behind and seek further support where needed. Management regularly evaluates practice and use the views of parents and children to make positive changes to the quality of teaching and children's learning experiences.

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

Staff expertly encourage children's understanding, imagination and vocabulary as they participate in activities. They engage children in conversations, for example, as they make wedding invitations and dress up as brides and grooms for the royal wedding. Staff provide a good variety of sensory experiences, encouraging children's creativity. For example, young children explore the texture and smell of dough as they try to create wedding cakes and party food. They listen and move to different types of music and play along to the rhythm and the beat.

#### Personal development, behaviour and welfare are good

Children settle quickly as staff effectively support their emotional and physical well-being. Staff help children to recognise their feelings and those of others. Older children learn the 'golden rules' and remind each other to share and be kind in words and actions. Staff encourage children's independence skills well. Children learn about the importance of healthy eating, exercise and good hygiene routines. Children confidently demonstrate their physical skills. For example, they crawl through tunnels, hop in and out of hoops and climb over and under obstacles.

### **Outcomes for children are good**

Children develop the skills to help them when they move on to school. They are inquisitive, independent and articulate. Children enjoy listening to stories and they use books to find information. Children demonstrate an awareness that letters represent sounds and some attempt to write their names. Children compare themselves to the high tower they build with bricks and talk about the large and small sausage rolls they make in the dough. They eagerly count the number of circuits they complete in an obstacle course and recognise the numerals.

## **Setting details**

**Unique reference number** 511673

**Local authority** Hampshire

**Inspection number** 1128373

**Type of provision** Full-time provision

**Day care type**Childcare - Non-Domestic

**Registers** Early Years Register

Age range of children 2 - 4

**Total number of places** 35

Number of children on roll 35

Name of registered person

Stepping Stones Pre School Committee

Registered person unique

reference number

RP906822

**Date of previous inspection** 15 October 2015

Telephone number 01425653517

Stepping Stones Preschool registered in 1997 and is open Monday to Friday from 9am to 3pm, term time only. Children may attend for a half day or a full day. The pre-school receives early education funding for two-, three- and four-year-old children. There are eight members of staff working with the children, including two supervisors. Of these, six members of staff hold relevant qualifications at level 3 and one holds a relevant early years degree.

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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