

Stepping Stones

76 Marsden Street, Kirkham, PRESTON, PR4 2TJ



Inspection date

29 June 2018

Previous inspection date

20 November 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

- The owner and her management team are highly qualified and experienced early years practitioners. They are passionate about providing the best quality education and care for all children. The well-qualified staff team shares this vision and works well together to help children thrive and make good progress in their learning.
- Staff are excellent role models. They provide children with appropriate praise and encouragement, and treat them with kindness and respect. Children feel valued, have exceptional manners, are courteous to adults and considerate to their peers.
- The learning environment is well organised with a range of high-quality tools, books, toys and equipment. Children are encouraged to independently access resources and have many opportunities to extend and deepen their knowledge, inside and outdoors.
- Strong partnerships between parents and staff help children to cope well as they move between home and the setting. Parents value the staff highly, appreciate the key-person system and feel well informed about children's achievements and needs.
- The progress of individual children is closely tracked. Staff use this information to help plan for possible gaps in children's learning.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's vocabulary as they play.
- Although the manager gathers information about the progress of groups of children, this is not yet being used by all staff to help children make the most rapid progress possible.

What the setting needs to do to improve further

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

- provide even greater opportunities for children to develop their growing vocabulary
- extend the way staff use information about the progress of groups of children, to help all children make the most rapid progress possible.

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 setting owner.
- The inspector held a meeting with the setting owner. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

All staff embrace the owner's vision for quality. Development plans feed into individual and team targets, as part of a drive for continuous improvement. There are excellent systems in place for the safe recruitment, induction and ongoing supervision of staff. Training has a very positive impact on practice. The arrangements for safeguarding are effective. A range of policies and procedures underpin daily practice and are shared with parents. Staff know the signs and symptoms of possible abuse and the importance of acting quickly if they have concerns about a child's welfare. They are deployed effectively to ensure children are closely supervised, wherever they play. Risk assessments and procedures, such as accident tracking are used to reduce hazards in the setting. Staff help children to be aware of dangers and to assess risks for themselves as they play.

Quality of teaching, learning and assessment is good

Teaching is good and some aspects are outstanding. Where practice is particularly strong, staff skilfully extend children's knowledge and thinking skills. For example, children were asked to make predictions as they prepared to harvest potatoes in the garden. They considered the most effective way to pull out the plants and worked together as a team. Staff encouraged children to look closely at, describe and count the vegetables as they were uncovered. Afterwards, children excitedly relived their experiences through their independent play. Staff observe, accurately assess and plan to meet children's next steps in learning. Children who have special educational needs and/or disabilities are particularly well supported. Staff help them make, often better than good progress by working with other professionals and tailoring their teaching to children's specific needs.

Personal development, behaviour and welfare are good

Staff have high expectations for all children and help them learn to share, cooperate and take turns. Children know when to ask for help or support. Staff follow home routines to provide consistency of care and get to know children well when they start in the setting. Children learn about their bodies, show excellent control and develop a range of physical skills. Food is healthy and balanced and staff ensure children remain hydrated. Children develop strong friendships and appear to feel safe and extremely happy in the setting.

Outcomes for children are good

All children, including those in receipt of funding, make good and sometimes better than good progress in their learning. Older children demonstrate a secure understanding of space, shape and measure as they build structures using a range of construction resources. Younger children sing counting rhymes and enthusiastically join in with actions. Children develop positive attitudes to learning and cope well when faced with challenges. They develop the skills they need to move on to school with confidence.

Setting details

Unique reference number	EY393726
Local authority	Lancashire
Inspection number	1104962
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	32
Number of children on roll	48
Name of registered person	Estelle Louise Noblett
Registered person unique reference number	RP906328
Date of previous inspection	20 November 2014
Telephone number	01772683117

Stepping Stones registered in 2009. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications. This includes the owner, who holds early years professional status. One member of staff holds an appropriate qualification at level 6, one at level 5, three at level 3, three at level 2 and one at level 1. The setting is open from 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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