

Stepping Stones

Stanley Peters Junior & Infant School, Lake Lock Road, Stanley,
WAKEFIELD, West Yorkshire WF3 4HS



Inspection date	3 October 2018
Previous inspection date	19 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Leaders and managers work well with other early professionals, including at local schools. They attend transition meetings and share information about children who are joining the school. This helps to support children in their move from one setting to another.
- Parents comment on how much their children like attending and how quickly their confidence has developed. Parents speak highly of the staff's caring attitude and their commitment to children's well-being.
- Children are proud of their work and use their imaginations well. They eagerly talk about a space rocket they have drawn. The conversation evolves into an invitation to join them on a visit into space to see the moon.
- Staff make accurate assessments of children's learning and development. For example, they use photographs, written observations and the progress checks at age two to evidence the progress children are making.

It is not yet outstanding because:

- In their eagerness to reassure children new to the setting, managers sometimes intervene too quickly before the key person has time to offer comfort to the child themselves. This slows down the process for helping children to establish a strong bond with their assigned key person.
- The planning of adult-led activities does not consistently consider the different capabilities of the children present within a group. This means that, occasionally, some children are not challenged enough to help them make more rapid progress.

What the setting needs to do to improve further

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

- find ways to further support key persons as they work to establish strong bonds with their assigned children
- help staff refine the planning of adult-led activities so that every child has the opportunity to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector evaluated a planned activity with the manager.
- The inspector held a meeting with the manager and registered individual. She looked at relevant documentation, and evidence of the suitability of staff working in the setting.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with the children and staff at appropriate times during the inspection.

Inspector

June Rice

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are familiar with the possible signs and symptoms of abuse and neglect. They understand the procedures they must implement to help protect children and keep them safe. Recruitment procedures are robust and are used to help check the suitability of adults applying to work with children. There is a thorough induction process that includes information about health & safety, individual roles and responsibilities and safeguarding. Staff have regular meetings to discuss their personal development needs. Leaders and managers evaluate the setting and identify areas to improve. For example, the introduction of a music wall and large physical equipment has increased the opportunities for children to explore music and develop their large physical skills.

Quality of teaching, learning and assessment is good

Management makes good use of extra funding to help children with their mathematical development. For example, they have purchased sorting bears, threading games and a peg board activity to encourage children to count and identify size. Staff provide verbal feedback to parents about their children's progress, and offer ideas about how parents can contribute to their children's learning at home. Staff use questions to challenge children and encourage them to work things out for themselves. For example, children compare empty and full teapots when asked to identify which is the heaviest. Children stick feathers on paper, name the colours and talk about the special person they are making it for. After learning about hedgehogs, children make some out of clay and straw.

Personal development, behaviour and welfare are good

Children are settled and happy. They are well behaved, courteous and polite to each other. Children learn to share and take turns with the sensitive support of staff. They enjoy an environment that they find interesting and motivating. Children quickly grow in confidence and begin to make their own decisions about what they want to do. For example, when staff invite them to join another activity they say no, and explain they want to finish what they have started. Children refine their balancing skills as they climb onto large tyres, walk along them and jump off, landing steadily on their feet. Children serve themselves at lunchtime and help themselves to drinks.

Outcomes for children are good

Staff identify gaps in children's development and work with management to obtain and provide the extra support they need. As a result, gaps in children's learning, such as their mathematical and physical development, are steadily closing. Children leave the setting with the skills they need for the next step in their education, such as school. Children use numbers in their play. They count out loud and point to numbers they recognise that are personal to them, such as the number reflecting their age. Children are confident communicators and good listeners. They use their imaginations well and are eager to explore the many opportunities on offer.

Setting details

Unique reference number	EY479376
Local authority	Wakefield
Inspection number	10076149
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	38
Number of children on roll	100
Name of registered person	Dobson, Claire Louise
Registered person unique reference number	RP515733
Date of previous inspection	19 February 2016
Telephone number	01924 835353

Stepping Stones registered in 2014. The nursery opens Monday to Friday, from 7am until 6pm, all year round, except for one week between Christmas and the New Year. It provides funded education for two- and three-year-old children. The nursery employs nine members of staff, of whom four hold appropriate early years qualifications at level 3 and above.

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