

Stepping Stones Pre School Play and Learn

Alrewas Village Hall, Wellfield Road, Alrewas, Burton-on-Trent,
Staffordshire DE13 7HB



Inspection date	17 October 2018
Previous inspection date	2 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of all changes to the management committee. They have not provided Ofsted with the required information to enable suitability checks to be completed on some committee members.
- Systems to record information about identity checks and vetting processes of new staff members are not fully effective.

It has the following strengths

- Children demonstrate strong emotional attachments with staff. Key persons know children well and support their learning and development effectively. Children make good progress in their learning.
- Partnerships with parents are strong. Parents are fully informed about their child's strengths and needs. This enables parents to continue to support children's learning at home.
- The learning environment is vibrant and well organised. Children are confident and secure learners and behave well.
- Staff are well qualified and are knowledgeable about how children learn. Children with specific learning needs are identified swiftly and appropriate support is put into place.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the necessary information to enable them to determine the suitability of committee members	31/10/2018
strengthen procedures for recording information in relation to the identity checks and vetting processes completed for staff.	31/10/2018

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

- liaise more closely with other settings that children attend to promote consistency and continuity in their care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact of this on children's learning.
- The inspector completed a joint observation and evaluated it with the manager.
- The inspector held discussions with the manager and staff members.
- The inspector spoke to parents and took account of their views.
- The inspector looked at relevant documentation including policies, staff appraisals and children's learning records.

Inspector

Justine Cope

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has a clear vision for the development of the setting and makes effective use of training opportunities to build on staff's knowledge and skills. Effective use of early years pupil premium funding ensures that staff access training and resources to support children with specific needs. Regular team meetings, daily staff briefings and information boards ensure that all staff are aware of changes to the routine and are able to meet individual children's needs. Safeguarding is effective. The use of risk assessment is robust and staff have a good understanding of how to keep children safe within the setting. However, the provider has not informed Ofsted of all changes to the management committee. Suitability checks have not been conducted on some committee members because the required documentation has not been sent to Ofsted. The impact of this is minimised as these committee members do not have unsupervised access to children and are not involved in recruitment of staff. Recruitment procedures are not fully developed. Management does not always record the identity checks and vetting of new staff members.

Quality of teaching, learning and assessment is good

Staff have a very good understanding of where children are in their learning. They make effective use of the information gained from assessment to identify next steps in learning promptly and accurately. Staff interact well with children and are skilled in extending learning opportunities using a range of questioning techniques. Children benefit from a wide selection of indoor and outdoor learning opportunities that they enjoy. Older children explore the veins in leaves with torches and they develop their language as they discuss the leaves' colours and textures. Younger children handle water beads and identify that they are, 'Soft and wet'. Staff utilise the shared premises well. They use magnetic displays and resources to present children's work and enhance children's sense of pride.

Personal development, behaviour and welfare require improvement

The welfare of children is not fully assured due to the impact of weaknesses identified in leadership and management. However, the setting is warm, welcoming and inclusive and children quickly settle and engage readily in activities. Transitions are well managed and older children move into a 'stepping up' group so that they are well prepared for school. They develop independence and make choices. They spread butter on toast and use tongs to select fruit at snack time. Self-care and personal hygiene are promoted well and children learn when to blow their noses and wash their hands.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities make good progress from their starting points. They work together collaboratively, they listen and respond well to staff members and are polite. Children count, sequence and use numbers in their play. They develop skills that help them progress to the next stages in their learning.

Setting details

Unique reference number	218625
Local authority	Staffordshire
Inspection number	10072573
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	26
Number of children on roll	36
Name of registered person	Alrewas Stepping Stones Pre School Play And Learn
Registered person unique reference number	RP520143
Date of previous inspection	2 March 2016
Telephone number	07890530616

Stepping Stones Pre School Play and Learn registered in 1992. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and one holds a qualification at level 6. The setting opens from Monday to Friday during school term time. Sessions are from 9.15am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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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