

Stockton Stepping Stones



Stockton Primary School, School Street, Stockton, Warwickshire CV47 8JE

Inspection date	20 November 2018
Previous inspection date	8 March 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The management team has not considered some potential risks to children or taken action to minimise these risks, in the event of a concern in a child's life. Not all staff are familiar enough with what might present as a risk to children in newer areas of child protection. This means that children's welfare is not effectively safeguarded.
- Changes to the committee have not been reported to Ofsted so that the required suitability checks can be completed on new members. This is a breach of regulations.
- Teaching is inconsistent. Staff do not consistently use what they know about the children to plan activities that are sufficiently challenging, particularly where children are most able. Resources do not always effectively support children's learning so that they make the best possible progress.
- Staff have not completed a written summary of the progress of children aged between two and three years. As a result, any gaps in the children's progress have not been identified so that a targeted plan, involving parents, can be developed to inform future learning.

It has the following strengths

- Children's behaviour is generally good and they learn to be kind and help each other. They are learning to respect the views of others.
- Children are happy and settle quickly at the setting. Children are given praise for their achievements and staff provide reassurance during the sessions. This means that children develop good self-esteem and a sense of belonging.
- Partnerships with the local school, where children are due to attend, are strong. Staff use the same teaching methods, so that children will be familiar with this style and their transition to the next stage of learning will be supported.

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
improve the management team's knowledge of changes that must be notified to Ofsted	07/12/2018
ensure that all staff have up-to-date knowledge of signs and symptoms of abuse and that staff are alert to any concerns in a child's life	07/12/2018
review children's progress between the age of two and three years, and provide parents with a short written summary of their child's development in the prime areas	21/12/2018
ensure that the environment and resources enable rich play experiences that challenge most-able children.	21/12/2018

Inspection activities

- This inspection was carried out as a result of the risk assessment process, following information received about the provider.
- The inspector spoke with staff and children, and observed their interactions throughout the inspection.
- The inspector looked at a range of documentation, including records of progress, a sample of policies and procedures, and evidence of suitability checks.
- The inspector viewed all areas used for childcare.
- The inspector spoke to parents, and held a meeting with the manager and chair of the committee.

Inspector

Yvonne Johnson

Inspection findings

Effectiveness of leadership and management is inadequate

This inspection took place following concerns raised about the organisational changes at the pre-school. The provider has failed to notify Ofsted of significant changes to the committee so that the required checks on these new members can be completed and their suitability determined. The committee were unaware that they were required to notify Ofsted of these changes. That said, they have completed Disclosure and Barring Service checks on some members. Arrangements for safeguarding are not effective. Not all staff are familiar with more recent initiatives in child protection. This particularly relates to the signs and symptoms which may indicate that a child may be more vulnerable to issues such as radicalisation. Not all steps are taken to ensure that children's welfare is protected and that all staff are alert to any concern in a child's life. Staff suitability checks are completed, and new staff are becoming familiar with their role and responsibilities through a gradual induction. The manager schedules regular meetings and staff supervision to keep staff informed of any changes. The new committee is beginning to establish itself and is working closely with the manager to look at policies and procedures, with a focus on what needs to be improved.

Quality of teaching, learning and assessment requires improvement

The quality of the teaching is variable. At times, most-able children are not sufficiently challenged, and resources do not always support children's learning. For example, a shortage of counting bears mean that children do not have the opportunity to build on what they already know about repeating patterns or arouse their curiosity to what might happen next. The manager has started to put in place a regular programme of supervision to support the quality of teaching but this is not yet fully implemented into practice. Although staff complete assessments of children's development, they have not yet completed a short written summary on children aged two and three years. This means that any gaps in children's development may not be identified at an early stage or action taken to support the child's learning. That said, some teaching is good. Staff model language well. Staff use the same method of teaching phonics as the local school. This has been developed through close work with the local school, to support children's smooth transition to their next stage of learning. There are regular meetings and visits to the school by staff and children. Children are developing their concentration and listen eagerly to stories. For example, during story time, when listening to 'the Gruffalo', children are engaged by the staff change of tone and expression and they sit well and listen eagerly to the story. Children learn about the weather during group time, and they are encouraged to change the day and weather picture on the 'weather board'. They count the days and talk about past, present and future, yesterday, today and tomorrow. Staff provide play for younger children that links to their learning styles. This includes activities for children who like to 'transport' objects from one place to another.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management compromise children's welfare. However, children are happy and enjoy their time at the pre-school. Staff are kind, and children's emotional well-being is supported. This results in behaviour that is generally good. Staff remind children about simple rules. They line up before going outside to play and learn

to take turns during games they play. Staff regularly praise the children and reinforce good behaviour.

Outcomes for children require improvement

Children are generally showing typical progress from their starting points and they are gaining the basic skills to prepare them for their next stage of learning. Children are learning about their own safety. For example, they are able to identify the red bell above the door as the fire alarm. They know that if it goes off they have to go into the garden. They are developing their physical skills and older children balance on stilts as they walk with ease. They ride bicycles and scooters, negotiating the space outside. They climb across stepping stones, holding each other's hands.

Setting details

Unique reference number	200782
Local authority	Warwickshire
Inspection number	10085340
Type of provision	Sessional 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 - 4
Total number of places	24
Number of children on roll	19
Name of registered person	Stockton Stepping Stones Committee
Registered person unique reference number	RP520177
Date of previous inspection	8 March 2018
Telephone number	01926 813789

Stockton Stepping Stones opened in the 1970s and is located in Stockton, Warwickshire. The pre-school employs five members of childcare staff. Of these, the manager holds an early years qualification at level 3, one staff member is qualified in early years at level 5 and two are qualified at level 3. One staff member is not qualified in childcare. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school 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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