

Stepping Stones Community Organisation & Pre- school

75-77 Raymond Street, Hanley, STOKE-ON-TRENT ST1 4DP

Inspection date	13 December 2018
Previous inspection date	15 July 2014

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

This provision is good

- The well-qualified staff are enthusiastic and play well with children. The pre-school environment is well planned, for example, to help children make choices, select resources, and extend their own learning.
- Staff make regular, detailed observations of children's learning and plan targeted next steps to help them to achieve typical milestones in their development.
- Staff work closely with families and other professionals to ensure children with emerging concerns receive the support they need. Focused plans are put in place to promote children's individual needs to ensure they continue to make good progress.
- Staff have developed strong relationships with parents. Regular conversations between staff and parents help to provide a consistent approach in supporting children's care and learning.
- The manager is committed to providing children with high-quality experiences. She regularly reflects on the provision, and takes account of the views of staff, parents and children, to identify areas for further development.
- The manager has not yet explored a wide range of performance management opportunities that aim to raise the quality of teaching to the very highest levels.
- Staff monitor children's individual progress but do not fully track different groups of children or entire cohorts.

What the setting needs to do to improve further

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

- explore a wider range of performance management opportunities to help focus more sharply on raising the quality of teaching to a higher level
- strengthen the monitoring system for tracking children's progress, to sharpen the identification of gaps in children's learning as a whole group and inform practice.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at relevant documentation, and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Coomer

Inspection findings

Effectiveness of leadership and management is good

All staff have a sound understanding of child protection issues and how to make a referral to local agencies if they are concerned about a child's welfare. Safeguarding is effective. The manager supports her staff through regular supervisory meetings. Parents speak highly of the care their children receive and how well staff support families. They report that they are kept up to date with their child's progress. Staff give the safety and well-being of children high priority. They are vigilant and complete daily checks on the premises, to ensure that all areas used by the children are safe and suitable.

Quality of teaching, learning and assessment is good

Children arrive confidently. Staff greet children warmly and find out information from parents about children's interests and experiences at home. This helps them to plan activities that motivate children to learn. Staff are consistent in the messages they give and offer regular praise. This helps to raise children's confidence and sense of self-esteem. Children have opportunities to learn about people and communities that are different from themselves. For example, they taste foods from different countries and enjoy a wide range of books celebrating diversity. Children show good levels of engagement in their learning. They are interested in their activities and motivated to learn. For example, they are keen to experiment as they mix ingredients together and watch them fizz, bubble and froth. Opportunities for role play are plentiful.

Personal development, behaviour and welfare are good

Children form strong bonds with staff. This supports children's emotional well-being and gives them the confidence to explore their environment. Children behave well and enjoy playing together. Staff provide clear guidance for children about what is acceptable behaviour. The procedure at mealtimes encourages children to make independent choices and to develop their self-help skills. Children serve themselves food and sit with other children. This encourages children to develop their social skills. Children learn how to manage risks, for example, when staff show them how to carefully cut up vegetables to make soup. Children have lots of opportunities to develop their physical skills as they climb, slide, crawl through tunnels, and manoeuvre tricycles around a track.

Outcomes for children are good

Children make good progress in their development and acquire the key skills they need for their next stage in learning. They are becoming effective learners. They develop their concentration as they learn to listen to staff and follow their instructions. In group times, children listen attentively and join in with stories, songs and rhymes. Children are helpful and enjoy doing things for themselves. They make decisions about what they would like to do and show a desire to continue to develop their knowledge and skills.

Setting details

Unique reference number	EY439671
Local authority	Stoke-on-Trent
Inspection number	10069807
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 - 5
Total number of places	30
Number of children on roll	15
Name of registered person	Stepping Stones Community Organisation Committee
Registered person unique reference number	RP531261
Date of previous inspection	15 July 2014
Telephone number	01782 4999 49

Stepping Stones Community Organisation and Pre-school registered in 2012. The pre-school employs four members of childcare staff. Of these, one has qualified teacher status, two hold appropriate early years qualifications at level 3, and one holds an appropriate early years qualification at level 2. The pre-school opens from Monday to Thursday during term-time only from 8.45am until 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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