

# Stepping Stones Pre School Willerby

The Cricket Club, Well Lane, Willerby, Hull HU10 6HB



<b>Inspection date</b>	8 February 2019
Previous inspection date	11 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 dedicated provider, manager and staff are passionate about providing high-quality early years experiences for children. Managers seek feedback from the staff and parents to contribute to the self-evaluation process. Parents and carers are highly complimentary about the service that the staff offer.
- Staff provide well-resourced learning environments inside and outdoors that stimulate children's interest, curiosity and excitement. Children settle quickly and are given plenty of opportunities to make choices and be independent.
- Children behave very well. Effective explanations from staff ensure that children are learning to understand the needs of others and the reasons for any boundaries given.
- The staff's quality of teaching is of a very high standard. They are skilled at promoting children's interest further. Staff support children to remain highly focused and engaged for long periods of time. Children make good progress.
- The management team and staff work very well with other early years professionals to promote consistent care and education for children who require additional support. They are committed to securing early intervention for the children and families who need it. Partnerships with parents are good.
- Sometimes, staff do not give the quieter children enough time to think and respond to questions in order to help them join in with group conversations. This does not consistently support children to make connections in their learning or enable them to use their language to the fullest potential.

## What the setting needs to do to improve further

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

- extend and sharply focus children's language and communication skills, giving quieter children even more time to respond and answer questions, to help them join in with group conversations.

### Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held meetings with the provider and the manager.
- The inspector observed the quality of teaching during activities inside and outside and assessed the impact this has on children's learning. She carried out a joint observation with the manager.
- The inspector viewed documentation, including public liability insurance, policies and procedures, and the suitability checks of staff.
- The inspector viewed all areas of the premises used by children. She discussed self-evaluation and the impact this has on the pre-school.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The staff have a secure knowledge of how to keep children safe. They have attended safeguarding training and demonstrate a good understanding of what to do should they have a concern about a child in their care. The pre-school is safe and secure. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Staff receive good support through regular supervisory meetings and training. This provides opportunities for staff to build on their areas of expertise or interests. For example, after attending literacy training, staff now introduce one main book a week. This helps to promote children's confidence with the book and the story. The provider tracks groups of children's progress efficiently to reduce any gaps in children's learning promptly.

### Quality of teaching, learning and assessment is good

The experienced and well-qualified staff interact enthusiastically with children and encourage them to become involved in activities. They know children well and make timely and accurate assessments of their development. Progress summaries and children's next steps in learning are shared regularly with parents. Staff make sure that the broad range of activities provided encourages children to be imaginative and develop their curiosity. For example, staff introduce sensory play with jelly. Children are keen, enthused and interested. They name shapes and use words such as 'slushy'. Activities are skilfully developed further by staff to retain children's interest in learning. For example, children are offered magnifying glasses to look through and mathematical concepts are discussed well. Children show a love of books and repeat familiar refrains from stories. They show good determination and concentration, and at times are deeply involved in their chosen play.

### Personal development, behaviour and welfare are good

Staff support children well to learn about healthy lifestyles. Children are provided with healthy snacks and drinks and enjoy being physically active outdoors. For example, they thoroughly enjoy a racing game, counting out marks representing the winner. Children have good opportunities to learn about diversity, for example while engaging in activities that help them to learn about different cultural backgrounds. There are warm and secure attachments in place between the staff and the children. Staff highly praise children on their achievements to help raise their confidence and self-esteem. Staff very effectively support toilet training and good hygiene procedures.

### Outcomes for children are good

All children, including funded children, make good progress from their starting points. They are engaged and motivated to learn. Children are confident, independent and sociable. They are developing good literacy and mathematical skills. For example, older children enjoy early writing as they practise writing their name. They learn to count and colour match. Children explore threading activities, learn to use scissors and build a variety of structures using bricks. This promotes their coordination skills. This helps to prepare children with the key skills that they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY476010
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10069326
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Stepping Stones Pre-School Kirk Ella & Willerby Limited
<b>Registered person unique reference number</b>	RP533548
<b>Date of previous inspection</b>	11 September 2014
<b>Telephone number</b>	01482658020

Stepping Stones Pre School Kirk Ella & Willerby Limited registered in 2002 and re-registered in 2014 due to a change in company status. The setting is owned and managed by a private provider, who holds qualified teacher status. It employs six members of childcare staff. Of these, two hold qualified teacher status and four hold appropriate early years qualifications at level 3 or 2. The setting is open Monday to Friday during term time only from 9am until 12.05pm and afternoon sessions are offered according to demand. It provides funded early education for two-, three- and four-year-old children.

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