

Stockton Stepping Stones



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

Inspection date	5 March 2019
Previous inspection date	20 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 manager and staff have worked consistently hard to put in place the improvements needed since the last inspection.
- The manager has a good understanding of her responsibilities to ensure that children are effectively safeguarded and protected from harm.
- Children are happy to come into the pre-school and settle quickly into the morning activities and routines.
- The setting is warm and inviting. There is a broad range of child-initiated and adult-led activities for children to select from, which promotes learning well.
- Children build strong and warm relationships with their key persons and enjoy spending time with them.
- Staff arrange the play environment skilfully to capture and develop children's imagination through play.
- Children manage their behaviour well as staff help them to use alternative ways to express their feelings.
- Children learn to make independent choices about playing inside or outside during the routines of the day.
- The manager does not always make best use of support and coaching opportunities to help staff to further develop their skills and experience.
- The storage of excess items impacts on the space and cleaning routines in some areas of the setting and does not consistently promote good health.
- Staff do not always use opportunities to promote children's progress in early mathematics, particularly their understanding of shape, space and measure.

What the setting needs to do to improve further

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

- develop how the current appraisal system is used to ensure that support for staff is precisely targeted and regularly monitored in order to improve practice further
- review the storage and cleaning for areas of the setting that children use, to further promote their good health
- enhance the support for staff's professional development to help extend children's learning and understanding of shape, space and measure in early mathematics.

Inspection activities

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

Inspector

Suzanne Taylor

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. A strong focus has been placed on improving staff's knowledge and understanding of safeguarding. Staff have received up-to-date training and are alert to the signs and symptoms of abuse and the appropriate reporting procedures to follow in the event of a safeguarding concern. Partnerships with parents are strong. There is a regular two-way flow of information when parents hand over and collect their children. Parents speak highly of the staff and value the support that they receive. All staff contribute to the improvements made and the ongoing development of the pre-school to raise the quality of provision to the highest levels.

Quality of teaching, learning and assessment is good

Children now have access to an improved learning environment which is bright and attractively laid out, both indoors and outdoors. Staff make accurate assessments of children's learning, including between the age of two and three years. They use this information to plan activities and routines that interest and challenge even the most able children. Children learn to count and use numbers. For example, they recognise the number and count out slices of fruit for their portions at snack time. Resources are created from the interests that children show. Staff use their skills and make timely adaptations to activities to extend children's learning further. For example, children move from throwing coloured balls into matching holes on to building tall structures with boxes. Children's creativity and imagination are nurtured well. For example, they make telescopes and use them to find hidden items in the treasure chest.

Personal development, behaviour and welfare are good

Children behave well in the setting. Positive behaviour strategies are used which children respond well to. Staff know children well and use their skills to help children be calm and take part in activities together with their peers. Children regularly access and enjoy being physical in the outside space with a range of resources. For example, they enjoy climbing on equipment, building walkways and pouring water into various containers and tubes. Older children guide younger children to the bathroom to support hygiene routines as they wash their hands before sitting together at mealtimes. Children learn to care for others as they take a turn to feed fresh vegetables to their pet rabbit.

Outcomes for children are good

Improvements to the learning environment, along with strong teaching, have a positive impact on children's development. Children progress well from their starting points. They benefit from the additional support they receive to help them catch up. This helps them to develop skills for their next stages in learning and eventual move on to school. Children develop speech and language skills well as staff model two-way conversation and help to increase vocabulary. Arrangements for transition to school are good. For example, children regularly visit the Reception class and become familiar with the environment and teaching staff.

Setting details

Unique reference number	200782
Local authority	Warwickshire
Inspection number	10086394
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	21
Name of registered person	Stockton Stepping Stones Committee
Registered person unique reference number	RP520177
Date of previous inspection	20 November 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 and three staff hold early years qualifications at level 3. 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.

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