

# Inspection of Stepping Stones Community Club

Barton Village Hall, School Lane, Barton, Cambridge CB23 7BD

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Inspection date: 6 July 2021

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Adults have high expectations for children's conduct. These are understood by all children attending and applied fairly. Children demonstrate very positive behaviour. Older children show care and consideration to younger ones. They help them at snack time, show them how to create colourful friendship bracelets, and teach them where resources, such as basketballs, are kept. This enables the younger children to find what they need and make their own decisions about when they want to play or join in with team games.

Children speak fluently about what they know, understand, and can do. They enjoy thoughtful conversations with adults and their friends about their swimming lessons and holidays. Children are eager to chat and use facial expressions along with hand gestures to relay meaning. Their vocabulary for describing experiences is excellent. Children enjoy their time in the club. They listen attentively and respond politely. Children join in with tasks, helping with snack, sharing toys, and organising impromptu tennis and basketball competitions.

All children are beginning to manage their feelings and understand how these can affect others. Relationships among children, parents and the managers reflect a very positive and respectful culture. Children demonstrate that they feel safe and secure in their club as they move around freely, either inside or outside.

### **What does the early years setting do well and what does it need to do better?**

- The setting is run by the two co-owners who also manage and staff it. They take account of children's different experiences when planning and providing play activities. The managers check children's understanding and provide clear explanations to help them settle into the club and build positive relationships with each other.
- The well-established key-person system helps younger children to form secure attachments, encourages their independence and supports their well-being. The managers build effective relationships with children. They give verbal reassurance, smiles and praise as they play alongside them. This helps children to form secure emotional attachments and promotes their sense of belonging.
- Children comment that they have fun at the club and feel safe there. They explain that they really enjoy playing the team games. Some children express their love of being creative. They colour intricate pictures or concentrate well to plait and create wool jewellery. Children say they would like further creative opportunities.
- Activities maximise the chance for children to use what they know and make connections in their learning. Younger children watch older ones making charts

and tally sheets as they question each other about which team will win the EURO 2020 football tournament. They enjoy celebrating and talking about their cultures. For example, older children share their thoughts that football is 'coming home' with the younger children.

- Established links within the local community help enhance experiences for children. The managers talk about the local church and how, before the restrictions of the COVID-19 (coronavirus) pandemic, children learned about local events, such as the harvest festival. This is something they intend to reintroduce as soon as it is safe to do so.
- The managers ensure that all areas used by children are checked before they arrive, and throughout the morning and afternoon sessions. This helps to ensure any hazards to children's safety and well-being are identified and minimised.
- During the day, both managers work in the main school. They have strong partnerships with their school colleagues. This helps them to remain updated about each child's school day. This information is used to identify different types of support and plan play that benefits the children.
- The managers create an environment that promotes children's play and enjoyment. This helps children to build on the skills they learn at school. For example, they develop their independence, communication skills, physical abilities, and friendships.
- The managers develop strong partnerships with parents. This helps children to settle in from the outset. The providers have regular chats with parents about their child and pass on information from the school each day.
- Both managers recognise their role and responsibilities, and carry these out successfully. They have a clear vision for the future of the club. This includes listening to children and their parents, and to continue meeting the needs of their local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers complete mandatory safeguarding and designated person training. This means that either of them can take charge in the event that a child protection concern is raised. They both understand their responsibilities and have systems in place for the swift recording and reporting of concerns to other agencies. Weekly email updates, from the local 'knowledge hub', ensure that the managers remain updated about local and wider safeguarding issues.

## Setting details

<b>Unique reference number</b>	EY557135
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10175119
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	5 to 11
<b>Total number of places</b>	15
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Stepping Stones
<b>Registered person unique reference number</b>	RP557134
<b>Telephone number</b>	01223 264012
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Stepping Stones Community Club registered in 2018 and is situated in Barton, Cambridgeshire. The two owners make up the entire staff team. One of them holds an appropriate early years qualification at level 3. The setting opens from Monday to Friday, during school term times. Opening times are from 7.45am to 9am, and from 3.15pm to 5.20pm.

## Information about this inspection

### Inspector

Lynn Clements

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The managers and the inspector completed a learning walk together of all areas of the setting and discussed the play opportunities available to children.
- Children shared their views with the inspector.
- The inspector observed the interactions between the managers and children.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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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