

Inspection of Binstead Stepping Stones Pre-School

Binstead Cp School, Hazlemere Avenue, RYDE, Isle of Wight PO33 3SA

Inspection date: 31 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and feel secure in the warm, friendly environment. They have strong emotional attachments to the caring staff, who cuddle and comfort them as and when needed. Staff have effective relationships with parents. They update them on children's progress and identify any areas where a child may need extra support or encouragement.

Children enjoy having the freedom to choose what they want to play with and if they want to be inside or outside. They play independently together, sharing toys exceptionally well. For example, children are invited to bring their own bicycles to use in the garden, they happily take turns to share them with their friends. A love of books is actively encouraged in the setting. Children enjoy choosing books to read throughout the day and show good recall about events in the stories.

Children become immersed in their play and older children are highly motivated learners. They concentrate well and busy themselves in a variety of activities. However, sometimes, younger children drift between areas. Staff shape the curriculum to provide challenge and build on what children know and can do. For instance, children enjoy riding balance bicycles and some children have learned to ride two-wheeled peddle bicycles.

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

- There is a clear curriculum in place that is understood by all staff and implemented across the setting. Staff work closely with parents during each child's induction and build strong relationships. They find out what the individual needs of each child are, what they can do and identify any gaps in their learning.
- Parents' and children's views are listened to in many ways. Staff talk to parents daily and receive regular feedback through questionnaires and parents' meetings. They consult children on changes to the environment and children vote to choose stories, which garden to play in and what activities they would like to do.
- Staff listen to children and ask them questions, allowing them time to think and respond. Staff model language and introduce new words and their meaning. During group time, staff encourage children to speak out in a group to choose their favourite song. Children wait patiently for their turn, excited to share the song.
- Staff promote children's independence well. For example, children help themselves to snack and use china teacups and a tea pot to pour their own milk or water.
- Staff help children to develop good levels of concentration and memory. This

was particularly evident when children were enjoying doing puzzles. They worked together to problem solve and celebrated when they had completed each puzzle.

- Staff provide regular opportunities for children to count during activities. They talked about the price of the fruit in the play shop and counted fruit into their shopping bag. Children enjoyed posting balls into guttering in the garden, matching the number of balls to the number on the guttering.
- Staff take swift action when they have concerns about children's development, working in partnership with parents. The setting has effective partnership working with other professionals. This enables them to support those children with special education needs and/or disabilities. Funding is used effectively, for example, communication boxes were purchased to support children who have speech and language delay.
- The staff observe each other's practice and discuss this together as part of their professional development. The manager identifies some staff training needs and provides time to talk about their well-being. However, the manager does not clearly identify time to reflect with staff about the quality of teaching and learning experiences for children, to build on existing good practice.
- The manager recognises the impact of the pandemic on children's development. Staff shared activities with families when they were at home and they introduced a calm space to support children's emotional development in the setting. This area has given children a cosy, sensory and inviting space to relax, which is also used for one-to-one activities.
- Staff provide a consistent and well-organised daily routine that children are clearly familiar with, supporting the children to feel safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a comprehensive understanding of safeguarding. They are fully aware of their safeguarding responsibilities to protect children's welfare and keep them safe. They can identify the signs and symptoms, which may indicate that a child is at risk of harm. Staff understand the processes to report any concerns about children's welfare or other staff's behaviour. The manager and staff frequently attend safeguarding training to update their knowledge. In addition, during staff meetings, safeguarding scenarios and discussions take place. These measures help keep staff updated with safeguarding practice. Staff maintain a safe environment and ensure the premises are secure.

What does the setting need to do to improve?

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

- develop and monitor the quality of education to ensure it is embedded securely,

ensuring all children experience consistently high-quality learning and interactions to help them make better progress

- enhance monitoring of performance, to identify and act upon all staff's professional development.

Setting details

Unique reference number	EY368896
Local authority	Isle of Wight
Inspection number	10071627
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	23
Name of registered person	Balmer, Alison
Registered person unique reference number	RP513833
Telephone number	
Date of previous inspection	19 October 2015

Information about this early years setting

Binstead Stepping Stones Pre-School registered in 2008. The pre-school employs three members of staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school operates from Binstead Primary school on the Isle of Wight. The pre-school is open from 9am to 3pm Monday to Friday, term time only. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between the staff and children and assessed the impact that this was having on children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke to some parents and grandparents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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