

# Inspection of Stepping Stones Pre School

The Methodist Church Hall, Leicester Road, Sapcote, Leicester, Leicestershire LE9 4JE

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Inspection date: 13 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are eager to enter the pre-school and separate from their parents easily. They are greeted by their friends and by friendly staff. Staff work well to meet the individual needs of children. Children feel safe here. They have strong relationships with staff and are quick to ask them for support. Children are developing their social skills. They learn how to be kind to their friends and are learning to share with each other.

Children enjoy learning, both indoors and outdoors. Staff have high expectations for children's learning. They plan a curriculum that considers children's interests and their learning needs. All children, including children with special educational needs and/or disabilities, are learning to communicate well. Staff use planned and spontaneous activities to support children to extend their mathematical knowledge. For example, when children are at the 'creation station', they practise naming colours and shapes and count items on the shopping list they are creating. Staff find out what children are interested in and use this to encourage them to talk to others. For example, when children talk about their potions and magic symbols, staff encourage them to explain their game to other children.

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

- Staff use established pre-school routines to structure the session for children. Children follow the routine well, sometimes staff reinforce this with image cards. During group time, staff explain an activity to children using a sequence of three images. Staff help children to recognise the images for hello, singing and goodbye. Children know what is expected of them and their behaviour and understand when the activity has ended.
- Staff plan effectively for all children. Children are encouraged to be independent and, when they need support, staff are attentive to their individual needs. Staff know what children can do and encourage them to do more. Children are learning to use tools, they are cutting with scissors and using stampers. Staff sensitively intervene to demonstrate how to hold scissors, so children can cut confidently.
- Children settle quickly and are ready to learn. Staff support children to understand and manage their own behaviour. For instance, when children are riding bicycles and scooters outside, they are encouraged to share and take turns. Staff give children a five minute countdown, so that they can anticipate the end of their play or the start of their turn.
- Staff provide a well-considered curriculum. Indoors, children play with board games, explore books and learn about keeping their teeth clean. Outdoors, children enjoy using their imagination to tell stories about the symbols they have drawn. Children include staff in their play, encouraging them to join in and make

magic too. Staff ably extend children's imaginative play, but when children are practising skills or asking questions, the learning opportunity is sometimes overlooked. For example, when a child is practising catching objects with a fishing net and becomes frustrated when they cannot scoop a specific item up, rather than encouraging their perseverance, staff try to distract them with a singing game.

- Staff take account of children's backgrounds and any feedback from parents. Parents speak very highly of the family feel of the pre-school and the care that their children receive. They know who their child's key person is and who to talk to if they need support or information. Parents access information about their children's development, using an online system and face-to-face discussion with staff during drop off and collection times. Staff understand the importance of having positive relationships with children and their families and have developed a 'Parents in Partnership' support group.
- The leadership team supports all staff to engage with training and feedback. Staff work very well together as a cohesive team, sharing ideas and information about children throughout the session. The leadership team implements a robust recruitment process and staff are supported to work across all areas of the pre-school. Staff comment that they feel highly valued and supported in their work with children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of how to keep children safe. They understand the main types of abuse and how to recognise signs of neglect. They have clear policies and procedures that support them with reporting concerns about children's welfare and the behaviours of adults. Staff understand the whistle-blowing policy and who they can talk to about their concerns. Staff record accidents and injuries and use these to help them to risk assess the pre-school. Staff recognise the importance of training and value opportunities to learn about issues, such as the 'Prevent' duty, and how to support families to keep their children safe.

## What does the setting need to do to improve?

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

- strengthen further staff's teaching, so that they consistently challenge children to learn more, and continue to develop their practical skills.

## Setting details

<b>Unique reference number</b>	226466
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10070983
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Shields, Claire Patricia
<b>Registered person unique reference number</b>	RP514296
<b>Telephone number</b>	07593 534118
<b>Date of previous inspection</b>	18 March 2015

## Information about this early years setting

Stepping Stones Pre School registered in 1993. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm, with an additional lunch club session on Wednesday from 12.15pm until 1.15pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Siddons

## 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 inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The provider and inspector completed a learning walk together.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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