

Inspection of Stepping Stones Nursery & Pre-School (Claverdon) CIO

Claverdon Church Centre, Church Road, Claverdon, Warwickshire CV35 8PD

Inspection date: 12 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children separate extremely well from their parents and show delight at seeing their friends. Every child is warmly greeted by the staff team. Children use a self-registration system on arrival and engage in an interactive display about oral health by brushing a huge set of teeth. Children are eager to get involved in the range of inviting activities and experiences on offer; they are motivated and demonstrate high levels of engagement in their learning.

Leaders have developed a strong curriculum that reflects the needs, preferences and interests of the children. Pre-school children are exceptionally well equipped with the skills and confidence needed for successful transition to school. To support this, items of uniform from local schools are available in the role play area for children to practise their skills. Children demonstrate exceptional perseverance with the small buttons on cardigans.

Children develop superb fine-and gross-motor skills; they work cooperatively to transport water in a variety of containers and use it for washing a large tyre with long-handled brushes. Curiosity and investigation are promoted and encouraged. Children demonstrate enthusiasm for cutting fresh herbs from the sensory garden and crushing them using a pestle and mortar. They are keen to smell their 'mixtures' and compare the scent of their own creations with those of their friends.

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

- The quality of education for all children is superb. Staff are very clear about what they want children to learn and they skilfully deliver a range of experiences and opportunities that successfully develop and embed skills and knowledge. Staff are highly committed to broadening children's experiences and are joyful play partners. For example, staff facilitate a creative and exciting forest school day enabling children to participate in a myriad of new opportunities using natural resources.
- Staff skilfully support and promote children's communication and language skills. As a result of this, children are exceptionally articulate and communicate with confidence. Children are actively listened to and empowered to use their voice. Playful interaction with language ensures that children are highly engaged and entertained at group times.
- Children behave impeccably and they demonstrate a clear understanding of the expectations within pre-school. For example, children confidently communicate the routine for going outside to play in the garden, including where to stop and put their wellingtons on. All children, including those with special educational needs and/or disabilities (SEND), thrive in this nurturing environment. Staff understand and celebrate children's individual needs, and communication with

the children is, without exception, respectful and consistent.

- Children's independence is successfully promoted and strong partnerships with parents support this further. Children competently wash their hands, put on their own coats and wellingtons and take responsibility for storing their own belongings and lunch boxes. They understand the importance of a healthy lifestyle and are knowledgeable about the need to drink plenty of water 'because it is hot and we need to stay hydrated'.
- Children respect each other's individuality and embrace diversity. Staff develop a culture of acceptance and respect across the pre-school. Children engage in positive discussions about their similarities and differences. Families' individual characteristics are celebrated and staff deliver an inclusive and meaningful curriculum using a wide variety of subtle resources and artefacts. For example, African fabric art is used to support a small world play opportunity depicting the story of 'Handa's surprise'.
- Parents are, without exception, thrilled with the service on offer to their children. They comment on the caring and nurturing staff team, the inspirational leadership and the huge array of interesting and exciting opportunities available. Parents of children with SEND describe the open, honest and supportive relationships they have developed with their child's key person and the whole team. All parents are delighted with the incredible progress their children have made during their time at pre-school.
- Leadership is superb. Staff are exceptionally well supported and feel extremely valued and respected in the pre-school. Leaders have a clear vision and ethos for the pre-school, which impacts positively on the service on offer to children and their families. Leaders ensure that the local community is valued, and strong links have been developed with other local groups and community members to further enhance the provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed an open culture of safeguarding across the pre-school. Staff access regular training and update their knowledge frequently. They are fully aware of their essential role in keeping children safe and protecting them from harm. All staff recognise risks to children, including extremism, and they know what to do if they have a concern. Systems for recording and reporting are excellent. Risk assessments are comprehensive and accurately reflect the provision of offer. Leaders are extremely conscientious with regards to safety and make well informed decisions based on their knowledge of the children to keep everyone safe.

Setting details

Unique reference number	2528944
Local authority	Warwickshire
Inspection number	10208397
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	31
Name of registered person	Stepping Stones Nursery And Pre-School (claverdon) Cio
Registered person unique reference number	2528943
Telephone number	01926 843 353
Date of previous inspection	Not applicable

Information about this early years setting

Stepping Stones Nursery & Pre-School (Claverdon) CIO was established in 1968 and registered by the current provider in 2019. A team of six childcare staff are employed to work with the children, of whom two are qualified at level 6, three at level 3 and one at level 2. The pre-school is open Monday to Friday from 8.30am to 3pm Monday to Thursday, and from 9.15am to 1.15pm on Fridays. Funded early education is provided for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact with the provider and has taken that into account in their evaluation of the provider.
- The curriculum lead and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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