

Inspection of Stepping Stones Pre-School Group at Knowle Parish Church

St Johns Hall, Knowle Parish Church, High Street, Knowle, Solihull, West Midlands
B93 0LN

Inspection date:

15 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy, secure and incredibly enthusiastic to attend the pre-school. They have secure friendships with staff, which helps them to grow in confidence. Staff create an awe-inspiring and highly stimulating environment. Children have high levels of respect for one another. They treat each other with kindness, learning to share and take turns. They begin to make friendships.

Children make remarkable progress in their communication and language. They sing songs when having group time and follow the actions to 'Head, Shoulders, Knees and Toes'. They follow instruction exceptionally well. Children access books independently. They sit together and pretend to read the books and role play the story with teddies. Children discuss their trip to the animal farm. They role play with animals in an array of textured materials, such as various types of cereal and chocolate 'mud'.

Staff provide a wealth of opportunities for children to develop physical skills. Children create obstacle courses and balance along the balance beams. They learn about their own safety. Children use stilts, hula hoops and basketball hoops with their friends. They fill up their own watering cans to water their flowers, fruit and vegetables. Children use water and paintbrushes to paint dinosaurs outside.

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

- Leaders ensure staff are consistently communicating to reflect and improve their practice. The manager supports staff in their training. She knows how to deploy her staff effectively to work to their strengths. Their key-person system is exceptional. Children get incredible one-to-one support. Staff have an abundance of knowledge about their child. This ensures children make vast progress in their care.
- Staff create a highly stimulating and motivational environment. Their curriculum is ambitious and challenging. Staff ensure what children learn is fully embedded and secure. Children are deeply engaged in their activities and have excellent concentration.
- Staff use clear language and children follow instruction exceptionally well. Staff introduce new vocabulary at every opportunity. Children become fluent speakers and individual progression is outstanding. They frequently sing songs and discuss a variety of topics. Children discuss their trip to the farm. They tell each other about the animals they held, such as tarantulas, leaf bugs, giant cockroaches, millipedes and anaconda skin.
- Staff have an awe-inspiring passion for nature. Children learn about becoming environmentally friendly and caring for their planet. They learn about recycling, reusing rainwater to water their plants and using old yoghurt pots and coat

hangers to make weighing scales. They watch apples grow on their apple tree and plant their own herbs, fruit and vegetables. Staff immerse children in nature, exploring minibeasts, different plants and textures.

- Children get visits from their local firefighters, paramedics, lollipop people, nurses and doctors. This helps children to learn about their community and develop a sense of self. Children learn they are unique. Staff support inclusion and equality for all. Staff encourage children to practise so they learn to face difficulties independently.
- Parents say their children's progression is exceptional. Their children are sociable, kind and have made close friends. They state their children are more than ready for the next stage of their lives. Parents talk about how the staff's communication is of high quality. Staff ensure they build strong relationships with the parents. This aids support for the children and parents at home, not just in the setting. Parents really enjoy being part of their child's pre-school experience. They enjoy community days, school trips and sit-in mornings at the setting. This helps them to understand what their children are learning about.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an open safeguarding culture. Staff understand their individual responsibility to keep children safe. Health and safety is of clear importance. Risk assessments take place every morning before children enter the setting. Staff are vigilant to ensure the pre-school is safe throughout the day also. Staff are aware of signs that may indicate a child is at risk of harm. They understand the procedures in place if they have a concern. All staff have ongoing up-to-date first-aid training and ongoing suitability checks.

Setting details

Unique reference number	EY429354
Local authority	Solihull
Inspection number	10116482
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 3
Total number of places	30
Number of children on roll	26
Name of registered person	Stepping Stones Pre-School Group at Knowle Parish Church Committee
Registered person unique reference number	RP909922
Telephone number	07749333056
Date of previous inspection	6 January 2016

Information about this early years setting

Stepping Stones Pre-School Group at Knowle Parish Church registered in 2011. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including three with early years teacher status. The pre-school opens on Monday, Wednesday and Friday during school term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children at appropriate times throughout the day.
- The inspector spoke with the leader and manager of the setting and discussed how the setting is organised.
- The inspector observed the quality of education throughout the inspection, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out joint observations of group activities with the manager.

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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