

# Stepping Stones Pre-School



Kendall Hall, Nunnery Fields, Canterbury, Kent, CT1 3JN

**Inspection date** 20 April 2015  
Previous inspection date 24 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff ensure that children have access to inviting, stimulating resources, both inside and outside, that cover all of the areas of learning.
- Children form exceptional relationships with the staff, who ensure that they meet their individual needs effectively. Children show that they feel fully included, very confident and have a strong sense of belonging.
- Excellent partnerships between parents and staff ensure that parents remain well informed about their child's developmental progress. Parents have regular meetings and opportunities to take home and read their children's learning journeys.
- The nursery has a comprehensive set of policies, which appear on their website and are shared with parents. This allows parents to understand the procedures and ethos of the nursery.
- Staff work well together and this means that the organisation of the routine is good. All staff deploy themselves where they can supervise and enrich the children's learning most effectively.
- Staff teach the children to follow highly effective hygiene procedures. All children understand that they need to wash their hands before eating and do so independently. Some children can explain exactly why they need to wash their hands.

### It is not yet outstanding because:

- Staff do not always maximise the opportunities to promote children's understanding of mathematical concepts. For example, using snack time to discuss volume.

## What the setting needs to do to improve further

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

- further enhance opportunities for the children to develop their mathematical language, particularly during routine activities.

### Inspection activities

- The inspector observed activities and the quality of teaching, inside and outside.
- The inspector held a discussion with the manager of the provision and nominated person.
- The inspector sampled a range of documentation, including children's development records, their self-evaluation form and key policies.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.

### Inspector

Maxine Ansell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of the teaching is good. Staff use their extensive knowledge of how children learn, and their individual level of development, to plan a wide range of experiences, including termly outings. These motivate the children's interest, help them to learn and engage them in their self-chosen activities for extended periods of time. Staff provide children with activities and resources to develop their understanding of the world around them. For example, the nature table, the wildlife area and outings to the cathedral and local zoo. Children develop their language and interest in books particularly well. Staff constantly engage them in conversations where they learn new vocabulary. They enjoy looking through books for the pictures of the insects they have found. This develops essential skills for future learning as the children listen, ask questions and solve problems.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff know and recognise each child as an individual. They work very closely with parents and outside agencies to ensure that they identify and support their needs. Staff are excellent at supporting children to develop confidence in using equipment and play safely. They encourage children to recognise risks and work out how to play safely, for example, as they move logs to look for minibeasts. Staff have excellent strategies in place to support children in their move to school. They help children through role play, independently dressing, and using books to explain the school routine and new words. Children have outstanding opportunities to develop their physical skills in the large well-planned outdoor area. They demonstrate excellent behaviour and good manners because the staff provide them with very clear rules and boundaries. Staff have extensive arrangements to support children attending other settings and childminders in order to ensure continuity of care and learning.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager, staff, parents and committee maintain high standards through good self-evaluation and discussion. Parents develop a strong relationship with the pre-school staff as they volunteer to help at the different sessions and join the committee. Through regular supervision meetings and close monitoring of practice, the manager is aware of the strengths of the pre-school and areas that she plans to develop. The manager and staff use observations and videos of their own interactions with the children to discuss training needs and improvements they can make to their practice. The manager monitors the planning and assessment to ensure that children make good progress and receive a range of experiences across the areas of learning. She evaluates the results and develops strategies to improve the weaker areas. Policies and regular risk assessments help to ensure that children remain safe whether they are at the pre-school or on outings.

## Setting details

<b>Unique reference number</b>	127645
<b>Local authority</b>	Kent
<b>Inspection number</b>	840689
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Stepping Stones Pre-School Committee
<b>Date of previous inspection</b>	24 June 2011
<b>Telephone number</b>	07980 492024

Stepping Stones Pre-School registered in 1967. It operates in Canterbury, Kent, and is run by a committee. The pre-school is open each weekday morning, from 9am to 12 noon, during term time only. Staff support children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school employs five members of staff, of whom one holds a Foundation Degree in Early Years and two hold relevant childcare qualifications at level 3. The pre-school is in receipt of funding for the provision of free early years education for two-, three-, and four-year-old children.

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