

Stepping Stones Pre-School



Lee Chapel South Community Hall, Kibcaps, The Knares,, BASILDON, Essex, SS16 5RX

Inspection date 8 November 2016
Previous inspection date 24 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and the staff team have worked extremely hard to implement considerable changes to improve the quality of the pre-school since the last inspection. These changes have improved the procedures for safeguarding children, as well as raising the quality of teaching and learning.
- Staff know all the children well. They complete regular observations and assessments to identify what children can do and prepare their next steps for learning. Staff use the information to effectively plan learning experiences that promote children's development.
- There is a strong focus on promoting children's speaking and listening skills. Staff use every opportunity to reinforce children's vocabulary and conversation skills throughout their time at the setting.
- The key-person system is well established and helps children to form strong emotional attachments as staff effectively support them in their play. Children develop good levels of confidence, and feel safe and secure in the pre-school environment.

It is not yet outstanding because:

- Staff do not consistently seek the very detailed information they need from parents about children's learning and development before they start at the pre-school.
- Systems to monitor the achievements of different groups of children are not yet precise enough to help staff in targeting teaching more effectively, supporting all children to make the best possible progress.

What the setting needs to do to improve further

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

- strengthen the arrangements for obtaining information from parents about children's learning to date, when children start at the pre-school
- monitor the progress made by different groups of children so that any variations in learning are quickly identified and addressed, increasing the potential for all children to achieve at the highest level.

Inspection activities

- The inspector observed teaching and learning in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of staff suitability and qualifications.
- The inspector held a meeting with the manager of the setting. She looked at relevant documentation, such as the pre-school's self-evaluation.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are robust systems in place for recruitment, induction and continued professional development opportunities, in particular, through regular supervision and training. This helps to improve the quality of care and learning children receive. All staff understand their responsibility to keep children safe and know what to do if they have concerns about a child's development or welfare. Staff ensure that the environment is safe and secure at all times. They conduct regular and effective risk assessments as part of keeping children safe. Parents speak positively of the pre-school. Staff invite parents into the setting to discuss their children's progress and parent's positive contributions to children's assessments support learning at home. The manager regularly reviews the quality of the setting and takes into account the views of staff, parents and children.

Quality of teaching, learning and assessment is good

Children have access to a range of exciting and interesting resources that supports their development across all seven areas of learning. Staff are full of fun and enthusiasm, which helps to keep children interested and motivated to learn. Staff provide a good balance of adult-led and child-initiated learning, enabling children to make choices about what they wish to do. They help children to develop their early mathematical skills, as they encourage them to count and recognise written numbers as they play. Staff constantly talk to the children, commenting on what they are doing and asking questions to encourage their thinking and exploration. Children are given good opportunities to develop their literacy skills. For example, books are used throughout the setting to help children explore different ideas as they play.

Personal development, behaviour and welfare are good

Staff provide a welcoming and well-planned environment to interest children in their play. Children are involved in discussions and are encouraged to make choices in their learning. Children are happy and settled, helping them to form positive relationships with staff and supporting their emotional well-being. Staff are good role models. They consistently promote positive behaviour and have high expectations of children in their care. Effective communication with other early years providers helps support children to successfully manage the transfer to school. Children follow good hygiene routines and their physical skills are promoted well. Staff ensure that the environment is safe and secure at all times. They conduct regular and effective risk assessments as part of keeping children safe.

Outcomes for children are good

All children make consistently good progress in their learning and development. Children are well prepared for the next stage in their learning and for their eventual move on to school. They are becoming confident and active individuals who enjoy learning. Children, including those who speak English as an additional language, make good progress in developing their speaking and listening skills. They are happy, settled children who are learning to respect each other.

Setting details

Unique reference number	402243
Local authority	Essex
Inspection number	1053292
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	45
Name of registered person	Stepping Stones Pre-School Committee
Registered person unique reference number	RP520635
Date of previous inspection	24 May 2016
Telephone number	07711 637159

Stepping Stones Pre-School was registered in 1964. The pre-school employs seven members of staff. Of these, six hold an appropriate early years qualification. The pre-school opens during school term time only. The sessions are from Monday to Friday from 8.45am to 3.15pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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