

Bramfield Stepping Stones Pre-School



Bramfield Village Hall, Bridge Street, Bramfield, Halesworth, Suffolk IP19
9HZ

Inspection date	21 November 2018
Previous inspection date	4 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 pre-school's management team is successful in driving improvement. They have taken good steps to address the recommendations set at the last inspection. For example, children's early literacy skills are promoted to enable children to progress in this area.
- Staff demonstrate a strong commitment to achieving excellence in all areas. They are enthusiastic and work well together as part of a friendly and motivated team.
- Staff establish good partnership with parents and support an effective two-way flow of information. They encourage parents to remain involved in their children's learning in the pre-school and at home. Testimonials from parents demonstrate the high regard they have for the staff, describing them as 'friendly, approachable and caring'.
- Staff observe children as they play and evaluate their observations well. This helps to support them to identify where children are in their learning and what they need to do to promote children's continuing progress.
- Children feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff for reassurance and to share in their play.
- The pre-school's management team does not monitor gaps in the attainment levels between groups of children well enough, so that steps can be taken to close them.

What the setting needs to do to improve further

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

- pay closer attention to children who are not engaged in activities and refocus their attention to more purposeful play and learning
- put in place systems for monitoring and comparing the progress made by different groups of children, so that any gaps in learning can be identified at the earliest opportunity.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, records of children's learning and a selection of policies and other records.
- The inspector spoke to parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The management team and staff reflect on the service they provide. They seek the views of parents and children when planning for improvement and are committed to providing a high-quality experience for all children. The programme of staff supervision is an effective aid to monitoring and building on the already good practice. Staff have frequent opportunities to learn from each other and share good practice. Their professional development is supported. Staff have completed training to make sure they understand how to support vulnerable families. This helps them to identify any children who may be at risk of harm from extreme behaviours and views. Safeguarding is effective. The management team has established good links with the primary school next door. This helps to ensure that children are supported well as they prepare for the next stage in their learning, such as moving into the Reception class.

Quality of teaching, learning and assessment is good

Staff use what they know about the children to plan interesting and stimulating activities that are rooted in their interests. For example, during role play they pretend to be vets in response to children's interest in animals. Staff extend children's learning. They provide x-ray pictures and encourage children to guess which animal the x-ray relates to. Children readily count the legs on the animals to give them clues and look at the overall shape. Staff carry this learning on into other activities, such as using wood shavings and wooden blocks to build homes for the small-world animals. Children are encouraged to consider how big the houses need to be and compare the height of their construction to those of their friends. Staff help children to use a tape measure to see if their prediction about which is the tallest is correct. Staff engage children in conversation, ask questions to challenge their thinking and actively listen to what they have to say. They use signing to support children's developing vocabulary.

Personal development, behaviour and welfare are good

Each child is allocated a key person who makes sure that children's care and learning needs are met. The key person builds friendly and trusting relationships with parents and children. Staff manage children's move from home to the pre-school well. They offer to visit children in their own homes, where children can get to know them in a familiar environment. Staff in the pre-school have a positive approach to diversity and support children to develop a positive sense of themselves. They help children learn about the wider world beyond their own experiences. Children who have special educational needs or disabilities are supported well. Staff are calm as they talk to children, gently reminding them of the need to share and consider the needs of others. Children behave well.

Outcomes for children are good

Individual children make good progress from their starting points. They develop the key skills needed to be ready for school. Children readily lead their own play. They manage their self-care skills relevant to their age and level of understanding. For example, children put on their own coat and boots before going outdoors. They develop their physical skills in the safe and fully-enclosed garden. Children enjoy songs and rhymes. They mostly join in well with number and action songs.

Setting details

Unique reference number	EY375200
Local authority	Suffolk
Inspection number	10072028
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	18
Number of children on roll	16
Name of registered person	Bramfield Stepping Stones Pre-school Committee
Registered person unique reference number	RP526999
Date of previous inspection	4 December 2015
Telephone number	01986 784 586

Bramfield Stepping Stones Pre-School registered in 2008. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9.15am until 12.15pm and 1.15pm until 3.15pm, with a lunch club from 12.15pm until 1.15pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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