

Stepping Stones Pre School Play and Learn

Alrewas Village Hall, Wellfield Road, Alrewas, Burton-on-Trent, Staffordshire, DE13 7HB



Inspection date

2 March 2016

Previous inspection date

10 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff make regular assessments of children's learning. They use the information they gather to effectively plan suitably challenging activities for children.
- The partnerships with parents are generally good. Parents appreciate and value the pre-school and the good progress their children make. The staff team has an excellent understanding of the individual needs of families and offers sensitive support when needed.
- Children behave well. Staff are positive role models. They actively encourage children to use good manners and to be kind and considerate.
- Relationships between children and staff are strong. Staff are warm and attentive to children and know them extremely well. Children are happy, confident and settled at the pre-school.
- The staff team is motivated and determined to provide the best possible start for children's learning and development. The policies and procedures are continuously reviewed to ensure staff are kept up to date. Staff are encouraged to update their current knowledge and expertise by regularly attending training.

It is not yet outstanding because:

- Staff do not make the best use of opportunities that arise from daily routines to reinforce children's growing sense of responsibility and self-confidence.
- Staff do not share precise enough information with parents about the progress and development their child makes while at pre-school.

What the setting needs to do to improve further

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

- make better use of everyday opportunities to further support children's growing sense of responsibility and self-confidence
- share more information with parents about their child's learning and development and the progress they make while at pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held discussions with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

The qualified and very experienced staff team works well together. The arrangements for safeguarding are effective. All staff attend regular training to ensure that they are aware of the procedures to follow if they have a concern about a child's welfare. The premises are secure and well maintained. Self-evaluation is effective in accurately identifying where improvements can be made. The views of staff, children and parents are regularly sought, and their comments and ideas actively contribute to achieving a good quality service. The manager carefully monitors staff's practice and provides ongoing support to her staff team to promote continuous improvement. She monitors the progress that children make so that any gaps in learning are swiftly identified and additional support provided. The pre-school has strong partnerships with local schools and other professionals. They share appropriate information about children which effectively supports continuity of care and learning. The manager uses funding effectively to ensure that children and families receive the support they need.

Quality of teaching, learning and assessment is good

Staff have high expectations of what children can achieve. They get to know children well. They make regular observations and accurate assessments of what children can do and the progress they make. They use this information effectively to plan activities which are based on children's interests and tailored to meet their individual learning needs. Children enjoy group activities. They eagerly participate in physical sessions as they learn to move in different ways. Staff expertly incorporate letter sounds into the activity to further extend children's learning. They sit alongside children as they play. Through their skilful questioning and interaction, they successfully extend children's understanding and learning.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are enhanced through meaningful praise and encouragement. Younger children are given support to settle into their new environment. Children learn how to stay safe and adopt a healthy lifestyle. Healthy snacks that meet children's individual dietary requirements are offered and parents are encouraged to provide healthy lunchboxes for children. Children have many opportunities for fresh air and physical exercise. They have daily access to the outdoor area and take part in a variety of physical games. Children learn about the backgrounds and cultures of others and enjoy celebrating a range of different festivals. For example, they enjoy decorating cards as part of their Mother's Day celebrations.

Outcomes for children are good

All children make good progress in relation to their initial starting points. They are keen and excited learners who are eager to participate in activities. Children actively explore their environment. They develop their imaginations and are able to use simple technology. Children have good speaking and listening skills. They listen to others and are confident to speak in group situations. They gain the skills they need and develop an enthusiasm for learning to prepare them for life in school.

Setting details

Unique reference number	218625
Local authority	Staffordshire
Inspection number	865767
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	26
Number of children on roll	45
Name of provider	Alrewas Stepping Stones Pre School Play And Learn
Date of previous inspection	10 October 2011
Telephone number	07890530616

Stepping Stones Pre School Play and Learn was registered in 1992. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 5 and one at level 6. The pre-school opens from Monday to Friday during school term time. Sessions are from 9.15am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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