

Stepping Stones Pre-School

Inspection report for early years provision

Unique reference number EY269522
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Inspector Tonia Chilcott

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Stepping Stones Preschool was registered in 2003. It offers sessional care as well as full day care during the week. The Pre-school operates from within the Turnpike Pavilion in Hedge End, Southampton. All children have access to an outdoor play area. The setting is registered on the Early Years Register

There are currently 41 children on roll aged from two to under five years on roll. Of these, 27 receive funding for early education. A maximum of 24 children may attend the pre-school at any one time. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The preschool is open on Monday, Tuesday, Wednesday and Fridays from 09:00 until 15:00 and Thursday's from 09:00 until 12:00 during term time only.

The preschool employs six members of staff. Of these, five hold appropriate early years qualifications and two are working towards further qualifications.

Overall effectiveness of the early years provision

Children thoroughly enjoy their time in the setting and make good progress in their learning. Staff have a good understanding each child's background and individual needs and make sure that all areas of the provision are accessible and available to all children that attend that setting.

Self evaluation is completed and used to identify further areas to improve. Whilst some areas identified have yet to be implemented fully, for instance the undertaking of regular fire drills, improvements have been made following the previous inspection.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that all children and staff have regular opportunities to take part in and become familiar with the fire evacuation procedures
- review staff deployment and large group activities to ensure that children are fully supported and engaged throughout the session

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the a record is maintained of whom has completed the risk assessment and when (Suitable premises, environment and equipment)

21/11/2008

The leadership and management of the early years provision

Parents are very well informed about their child's progress and are encouraged to share what they know about their child on a regular basis. There are new systems in place to develop effective partnerships and liaisons with others involved in the care of each child. The required staff ratios are maintained throughout the session, however on occasions the deployment of staff means there is not always enough adults working directly with the children. For instance, during some large group activities some children become distracted as staff manage this time alone whilst others are tidying up.

Systems are in place to evaluate the provision and identify areas to improve further. The system is effective in identifying most strengths and areas to develop further. However, despite the self evaluation identifying children's understanding of fire evacuation procedures as an area to develop further, no action has yet been taken to increase the frequency of the fire drills.

Annual appraisals are completed with all staff and are used to both celebrate staff success and to ensure that any future training needs are identified. Secure systems are operated to ensure that all staff are suitable to be working directly with children at all times. All staff have an excellent understanding of safeguarding procedures to ensure that children are protected.

The quality and standards of the early years provision

Children thoroughly enjoy most of their time at the setting, although occasionally large group activities, do not always fully engage all children. In smaller group story time, children become completely immersed in the story; particularly when listening to stories about children's feelings of new babies. Children are independent and develop good relationships with one another and staff. They confidently ask staff for help when needed and freely involve staff with their play, for instance when playing with the dolls house. Children behave well and develop a good understanding of the routines and expectations for behaviour within the setting. For instance, when entering the home corner, children collect and display their own photo on the door of the home corner. They know that there is room only for a maximum number of children at any one time in this area and use the photo system to identify how many children are already in the home corner. They wait patiently until someone leaves before entering.

Observations of all children's progress are undertaken regularly, both formally by key persons and during routine activities. The information gained is recorded within children's individual development records and used to identify children's individual next steps in learning. Although one person is responsible for planning, all staff have some input that ensures that planning takes into account the individual needs of all children. This, together with the staff's good knowledge of the individual needs of each child, ensures that all children make progress, including those with learning difficulties and/or disabilities.

Regular risk assessments are completed to ensure that all areas that children access are safe, however, although the annual risk assessments are recorded, they do not contain any details relating to who completed the check or when. Whilst children take part in some activities that enable them to learn to keep themselves safe, they do not regularly take part in fire drills to enable them to learn about fire safety and leaving the building in an emergency. Children learn good personal hygiene skills, such as hand washing, during everyday routines and activities. Staff encourage children's learning of personal hygiene further, when talking to children about daily routines and why they wash their hands before eating. Good procedures are implemented to ensure that children are fully protected from the spread of illness and infection throughout their time at the setting. For instance, staff act as consistently good role models when washing their own hands before eating with children or preparing food.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.