

Steady-Steps Pre-School

Rowner County Infant School, Copse Lane, GOSPORT, Hampshire, PO13 0DH



Inspection date

3 February 2015

Previous inspection date

22 September 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The manager shows high levels of reflective practice. She has extensive experience and uses her strong organisation and teaching skills, to monitor and benefit all areas of the provision.
- Overall, the pre-school has an extremely well-qualified, focused and well-deployed staff team, with excellent systems of sharing roles and responsibilities. The manager conducts regular staff supervision meetings to identify any training needs to enhance staff skills. This collaboratively meets the wide and varied needs of all children attending.
- All children make significant progress in their learning. Staff show purposeful levels of commitment to observing and assessing each child's ongoing learning, and using this to inform future planning. Staff build excellent links with other professionals, which helps children to fulfil their potential.
- Staff show a dedicated priority for safeguarding and for maintaining children's protection, through developing detailed and innovative statistics across many areas of the provision. This promotes children's well-being very effectively.
- Staff use very positive and direct systems to involve parents and carers in their children's development and progress. This fully enables parents to maintain effective and regular links.
- The dynamic and well-documented improvements show how the manager and staff have evaluated the pre-school over several years to raise the quality of the provision.

What the setting needs to do to improve further

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

- enhance older children's understanding of caring about each other's feelings through further developing language for sharing to enable children to manage their differences at times.

Inspection activities

- The inspector viewed all areas of the pre-school used for indoor and outdoor play.
- The inspector observed the quality of staff interactions with children during activities and daily routines, and spoke with children and staff at appropriate times.
- The inspector interviewed the manager, two room leaders and the chairperson, and spoke with parents.
- The inspector viewed a wide range of documentation on display and for record-keeping purposes.

Inspector

Christine Clint

Inspection findings

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

The manager and staff provide a highly stimulating environment for children with a strong emphasis on freedom of choice for all age groups. Consequently, children rapidly gain confidence and self-motivation through decision-making. They fully develop their potential in communication and language skills because staff ratios are high, especially in the younger age group. Staff enhance children's communication further through specific and regular language groups, which benefits many different and varied areas of need. Staff are excellent role models, showing a highly motivated focus on play and interaction with children. This raises children's enthusiasm and fully increases their involvement and sense of purpose. Ongoing training and staff weekly planning meetings support staff's understanding of the Early Years Foundation Stage extensively. These provide time for all staff to use their ongoing information to plan effectively for each of their key children. Staff have daily responsibilities in each play zone for observing and noting children's comments and they often use children's own ideas to extend or alter play accordingly.

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

The manager and staff continually identify and make many positive changes to benefit children's needs. For example, they have separated the older and younger children's free-play times to very effectively create a quieter more nurturing environment. Younger children flourish as they gain close and emotional support from their key person. They develop relationships with key staff from the start through initial home visits. This enables them to bond and seek out their key person during daily routines. All children show their delight and readiness to take part in a wide variety of physical play through experiencing outdoor activities in all weathers. They learn to take responsibility for themselves and most children develop an awareness of the needs of others. Staff plan younger children's transfer across the pre-school sections meticulously. For example, staff organise and include short sessions at first to meet children's individual needs. Older children have frequent opportunities to prepare for attending school. The pre-school has very well-established links with the Reception class and children spend regular weekly time experiencing a school environment.

The effectiveness of the leadership and management of the early years provision is outstanding

The manager and committee have cohesively developed close and effective working relationships. They implement the highly organised and fully documented safeguarding systems to protect children and families. The wide-ranging links with other professionals enable staff to seek extensive support for children's individual needs. Parents eagerly confirm their increased understanding of early learning through their involvement with the pre-school. They proactively use the interactive systems introduced for assessing and recording each child's ongoing progress, which promotes continuity in learning.

Setting details

Unique reference number	EY364360
Local authority	Hampshire
Inspection number	986258
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	50
Number of children on roll	89
Name of provider	Steady-Steps Pre-School
Date of previous inspection	22 September 2008
Telephone number	07843116576

Steady Steps Pre-school registered in 2008 in its current premises. It is located in a modular building in the grounds of Rowner Infant School in Gosport. The pre-school is registered on the Early Years Register. It is open from 8.50am to 3.20pm every weekday during term time only. Flexible arrangements for full- and part-time care are available, with a lunch club from 12 noon until 1pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are 16 staff employed to work with the children; 12 staff hold relevant early years qualifications at level 3 and above, including the manager, who holds Early Years Teacher status. There are close links with the local primary school.

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