

Inspection of Tring Stepping Stones Pre-School

Tring Parish Hall, Sutton Court, Tring, Hertfordshire HP23 5AE

Inspection date: 12 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the pre-school and settle into play quickly. They choose from a wide range of activities and resources that encourage them to explore and develop their imaginations. For instance, some children explore how to make marks in flour, while others enjoy pretending to make meals in the well-resourced area for role play. Staff know children well and purposefully provide resources that reflect children's interests and individual stage of development. For example, children who are new to the pre-school can pursue their interests in playing with vehicles, both inside and outdoors.

Children behave well. Staff give children clear and consistent messages that help them to understand what is expected of them. Children play cooperatively, take turns and share resources successfully. Children build good relationships with their key person and with the other staff. These effective relationships help children to feel secure at the pre-school. Children are learning about how to develop healthy lifestyles, such as the importance of exercise and healthy food. They are developing good physical skills, for instance skilfully balancing on a beam and using scissors and pencils effectively. These skills prepare children well for their future learning at school.

What does the early years setting do well and what does it need to do better?

- Staff take time to get to know the children and their families well. They gain detailed information on what children can already do when they start to attend the pre-school. Staff plan effectively to help their individual key children successfully build on their existing knowledge and skills.
- Children are developing strong communication and language skills. For example, they talk in detail about their experiences such as taking journeys on aeroplanes. Children demonstrate a strong understanding of the world. For example, they talk about countries and are able to link animals to different continents.
- Staff set up high-quality learning environments each day. Children are excited to explore and they engage in effective learning. Staff place books in almost every area. They explain how this helps children to enjoy stories or find further information linked to their play experiences.
- Staff make good use of outdoor play opportunities to teach children mathematics. For example, as children push cars down guttering pipes, staff explain how changing the angle of the guttering affects speed. When children ride bikes, they talk about how they are making a circle as they ride around. Staff help them to think about what other shapes they could make, for instance if they pedal in straight lines.
- Staff work well in partnership with parents. They establish an effective two-way flow of information that helps to promote consistency in children's care and

learning. Parents' comments about the pre-school and staff are highly positive. They state that they feel well informed about their children's development and know how to support their learning at home. Parents share that their children feel safe and that their needs are well met.

- Children with special educational needs and/or disabilities are supported well. Staff work very closely with parents and other professionals to help them have the best knowledge of children's needs. Staff readily undertake training to develop their knowledge and practical skills. This helps to ensure that children's educational and care needs are effectively met.
- The managers and staff regularly reflect on their practice and look for ways to continually improve. They think carefully of how their ongoing plans will be of benefit to children.
- Staff turnover is low; despite this, the provider has rigorous recruitment procedures in place to help ensure staff are suitable to work with children. The provider has generally good systems in place to review staff's practice and to help them develop further. However, the level of support for the managers is not as effective. For example, there are no individual supervision arrangements in place to support their ongoing development to the highest of standards.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge and understanding of the signs and symptoms that may indicate children are at risk of harm. They know how to report these concerns to relevant safeguarding agencies. Staff regularly complete safeguarding training and give high priority to ensuring children are safe. New knowledge that staff gain from training is shared at staff meetings to help all staff to increase their knowledge and skills. Managers continually reflect on their policies and procedures in line with local area intelligence.

What does the setting need to do to improve?

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

- build further on the existing supervision arrangements for managers and staff to enhance the quality of teaching and practice to the highest of standards.

Setting details

Unique reference number	129403
Local authority	Hertfordshire
Inspection number	10127372
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Tring Stepping Stones Pre-School Committee
Registered person unique reference number	RP907472
Telephone number	07963 982576
Date of previous inspection	11 November 2015

Information about this early years setting

Tring Stepping Stones Pre-School opened in 1963 and was registered by Ofsted in 1992. The pre-school employs six members of childcare staff. Of these, five are qualified at level 2 or above, including one of the managers who holds early years teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. Two days a week, the pre-school holds a lunch club. This is on differing days each week and operates from 12.15pm until 1pm. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- The inspector had a tour of the premises with the managers and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A joint observation was completed with one of the managers.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents and their views were taken into account.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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