

Tring Stepping Stones Pre-School



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

Inspection date	11 November 2015
Previous inspection date	22 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Parents receive a wealth of information about children's learning, the pre-school and local support services. Parents read the notice boards, website emails and newsletters to find out about pre-school life. Staff effectively exchange information about children's development so parents can support their learning at home.
- Both managers are highly qualified and have a deep understanding and awareness of current best practice. Together, they make a dynamic team who lead the dedicated staff with vision and an uncompromising pursuit of excellence.
- Self-evaluation is highly precise and brings about sustained improvement in quality. Through regular and thorough audits and work with others professionals, the pre-school is able to provide outstanding care and education for children. This prepares them extremely well for their future, including entry to school.
- Astute tracking of children's learning provides staff with a clear picture of children's progress from their starting points. The managers at the pre-school use this information as part of their review of the curriculum and teaching. This effectively helps them to provide consistently outstanding teaching and learning for children.
- Staff make excellent use of the environment. Rich, varied and imaginative experiences are on offer for children, both indoors and outdoors. Staff balance adult-led activities with free play and children have time to think and explore at their own pace.
- Staff pay close attention to helping children develop into sociable, confident and independent individuals. Children know their own identities. Families are encouraged to share pictures and talk about home lives and customs. Teaching about equality is threaded into every activity by the skilful staff.

What the setting needs to do to improve further

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

- continue to promote children's excellent awareness of healthy eating, and different people's preferences and needs for food during snack time.

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 managers.
- The inspector held a meeting with the pre-school managers and spoke to the chairperson of the committee on the telephone. 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, grandparents and childminders during the inspection and also took account of the views of parents shared via email.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding children are highly effective. The pre-school has a cohesive plan for professional development that means staff refresh their knowledge each year. They share their excellent awareness amongst the team and review their current policies, procedures and practice. The committee members are equally well informed. They use their professional skills and knowledge to review the curriculum, teaching and learning and to safely recruit new committee members and staff. Staff are well qualified. This has a highly positive impact upon children who benefit from staff who are enthused, motivated and eager to support their learning. The pre-school has exemplary partnerships with other professionals including the local schools and children's centres.

Quality of teaching, learning and assessment is outstanding

Children display high levels of enthusiasm and engagement. The exceptionally high quality of teaching and staff's very good knowledge of children contributes to the excellent progress that children make in their learning. Staff have high ambitions for what children can achieve, which motivates and encourages them to be successful. Sharp focus upon helping children to develop the skills they need in reading and writing prepares older children well for moving on to school. Younger children are equally inspired to think of themselves as writers and readers. There are abundant, creative ways for them to learn about books and stories and use writing in their play. When playing outdoors, children gather leaves in wheelbarrows and make nests with balls inside that they pretend are eggs. Staff encourage them to think about what creature might be growing inside waiting to hatch. Staff join in with play, share in children's imaginative ideas and stimulate their thinking, talking and problem solving skills extremely well.

Personal development, behaviour and welfare are outstanding

Extremely close partnerships with parents, wider families and carers help children to settle at the pre school. Key people know their children extremely well and children form close attachments to them. Children learn to become highly independent and confident. Staff praise children and they take pride in showing others the sticker they receive when they achieve something, such as using the toilet for the first time. Children show excellent awareness of other people's feelings. They are content to share bikes and scooters in the garden. Staff effectively teach them to understand the feelings of others, fairness and sharing. Snack times are relaxed sociable times when children benefit greatly from staff talking to them and having time to express their ideas. Staff are considering even more ways that these times can be used to help children to learn about healthy foods and other people's preferences and dietary needs.

Outcomes for children are outstanding

All children, including those who are at risk of under achievement, thrive at the pre-school. They make rapid progress in their development. Staff's excellent teaching and precise observations and assessments directly contribute to children's achievements in learning.

Setting details

Unique reference number	129403
Local authority	Hertfordshire
Inspection number	874832
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	24
Number of children on roll	21
Name of provider	Tring Stepping Stones Pre-School Committee
Date of previous inspection	22 March 2011
Telephone number	07963 982576

Tring Stepping Stones Pre-School opened in 1963 and was registered by Ofsted in 1992. The pre-school employs seven members of childcare staff. Of these, six are qualified at level 2 or above. 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.

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