

# Stepping Out Pre-School

HOLY INNOCENTS C OF E CHURCH, The Vicarage 192A, London, SE25 6XX

## Inspection date

Previous inspection date

09/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

3

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

3

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

3

## The quality and standards of the early years provision

### This provision requires improvement

- Management has begun a comprehensive development plan which takes the views of parents and staff into account, to improve outcomes for children.
- Staff support parents well in their children's home learning because relationships with parents are good.
- Staff plan provide real experiences which help children to remember and understand the concepts they are learning.
- Routines throughout the session are effective, as a result of which children feel secure.

### It is not yet good because

- The manager is not fully aware of the procedures to follow when an allegation is made against a member of staff.
- Systems to monitor the quality of teaching are not fully robust.
- Starting points for children are not recorded, therefore progress in children's learning and development cannot be monitored effectively.
- The key person system does not fully support children's well-being when key persons are absent.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children taking part in indoor and outdoor activities and during meal times.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's file, planning and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took into account their views.

## Inspector

Petra Myatt

## Full report

### Information about the setting

Stepping Out Pre-School first registered in 2002 and registered under new ownership in 2013. It is privately owned. It operates from a separate building behind the Holy Innocents Church which is situated in South Norwood in the London Borough of Croydon. It is close to all local facilities including train stations and public transport. There are car parking facilities nearby. The children have the use of one large play hall and an enclosed outside play area. There are also children's toilets and changing facilities off the main room. The provision is registered on the Early Years Register. Opening hours are weekdays, Monday 9.45 am to 12.15 pm, Tuesday, 12 noon to 2.30pm, Wednesday, 9.30am to 2.30pm, Thursday 9.45 am to 12.15 pm and Friday 12 noon to 2.30pm. The setting opens during term times, for 38 weeks per year. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. There are six members of staff. All hold relevant early years' qualifications at level 3.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff know the procedures to follow when an allegation is made against a member of staff
- improve the quality of teaching by monitoring practice, so that staff fully promote children's independence and ask questions that extend children's thinking and develop their imagination
- strengthen key person provision to support children when key persons are absent
- Improve the assessment processes to ensure children's starting points are accurately recorded as part of the continuous evaluation of children's progress.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

All children and parents are welcomed by staff into the preschool. Children are very happy and eager to join their friends. As children arrive, the staff supervise the entry door to ensure the children are safe at all times. Literacy skills are supported as children find their name tags and sign in for the session. The large hall is presented well with a variety of activities for the children to explore, including shredded paper in a tray for sensory play, a

good range of writing tools and a climbing frame with safety mats surrounding the base for safety. This supports children's physical development when the weather is bad. Children are physically active either climbing indoors or choosing to play outside. The garden is open for the whole session, so that children can choose to play indoors or outdoors as they choose. This supports healthy attitudes to active physical play. The garden provides varied activities, such as water play, sand and sit-on rides. Staff encourage children to explore and to take measured risks, and recognise their own capabilities, so they learn to play safely. Children develop social skills as staff help them to share and take turns.

Staff introduce children to new language and information, and children develop their understanding of the world as staff provide them with real-life experiences. For example, a child tells the inspector that they had, 'Real tadpoles which change into frogs and jump away'. When children are excited to discover a snail on the ground, staff explain to them that, 'The snail has a shell.' However, staff do not always recognise opportunities to ask questions that encourage children to think for themselves or develop their imagination.

Staff plan and provide a varied range of activities for children based on their interests and needs. For example, they sing songs with the children that support them to make links in their learning. For example, as children are learning about life cycles of living things, staff teach children a song about a butterfly, and children are able to recall that a caterpillar changes into a butterfly. Staff bring stories to life using different tones to stories, pausing for children to complete the sentence and recall the story. This helps to develop their interest in books in readiness for school.

All resources are at the children's level for easy access, which promotes their independence and builds their confidence well. Staff teach children a range of useful skills, such as using scissors, which prepares them well for the next stage of learning and for school. Routines throughout the session are effective, as a result of which children feel secure. This also supports behaviour because children understand what is expected from them. For example, children recognise that when staff start to sing a particular song, it is a signal for them to come and sit themselves on the carpet for stories and songs.

Parents receive a newsletter which informs them about what topics the pre-school will be looking at during the current term, to support home learning. However, arrangements for planning for children's interests and needs right from the start, through gaining information from parents during the settling-in period, are less effective. Also, because initial starting points for children are not recorded, staff cannot track their progress fully effectively.

### **The contribution of the early years provision to the well-being of children**

Children have a positive relationship with staff and play happily with their friends. Staff spend time getting to know children and parents when they start and an appropriate key person system is in place. However, the system is not fully developed to cover occasions when children's key persons are absent. This means that care does not always meet

children's needs.

Children wash their hands before lunch providing good hygiene routines. The children enjoy the company of their friends as they sit well at the table to eat their packed lunch. Staff gently encourage the children to eat a bit more of their lunch when children have not eaten well. However, staff do not always allow children to be as independent as possible and sometimes step in too quickly to help. For example, when children try to put a lid back onto a food container or when they need to put an apron on at the water tray, staff sometimes do it for them, instead of waiting for children to try for themselves first.

Children's behaviour is good, staff are active in reminding children how to behave for their own safety and also to be considerate to others. This builds children's key social skills and increases their understanding of expected behaviour. Fresh drinking water is available throughout the session. Children are aware of the importance of keeping themselves hydrated as they pour their own water when needed. Children are allowed to leave the dinner table as they finish their lunch and children who need longer to eat their lunch are not hurried.

Staff support children to value differences and learn about diversity through planned activities. Children learn, for example, about why we have Easter and staff take them to visit a church for an Easter service. This means that children gain good knowledge and they begin to develop their own opinions. Staff invite parents to participate in celebrations, by helping the children with Easter arts and craft activities, for example. Children experience other cultural festivals such as Diwali, by watching candles being lit to celebrate the festival of light.

Children take part in fire drills once a term so all children know what to do in an emergency. All medication and accident records are completed and confirmed by parents. Resources are presented well which encourages children to explore all areas during the session.

### **The effectiveness of the leadership and management of the early years provision**

Effective systems are in place for recruiting staff and making sure they are suitable to work with children and have the relevant qualifications. New staff who have not completed suitability checks are not left alone with children. There is an effective safeguarding policy which includes the use of cameras and mobile phones. Staff are able to identify areas of abuse to ensure signs of abuse in children are quickly identified and they know who to report their concerns to. However, management is not fully aware of the steps to take in the event of allegations against a member of staff. An action has been raised regarding this.

Staff have regular training provided by the local authority to develop their knowledge and skills. All staff have had first aid training with refresher courses booked well in advance to avoid a lapse in training. The providers jointly monitor staff development through staff appraisals and supervisory meetings. However, the manager misses some opportunities to

promptly enhance teaching skills during sessions.

The new management team shows a commitment to offering a good quality provision and improving outcomes for children. They have implemented an effective self-evaluation system and a comprehensive improvement plan, which has taken the views of parents and staff into account. The manager has clear targets for development, which include improving the quality of resources and introducing more sensory play. She is also aiming to increase support for parents at home and to involve them more with their children's learning and development.

The manager has developed a good planning system that allows for a mixed variety of adult-led activities and children's choices. Real experiences such as live tadpoles and visiting places, help children understand new concepts. Management is aware of the need to involve other professionals to support children's learning when appropriate and the partnership with parents is developing well. Parents report they are very happy with the care and support their children receive at the preschool and feel very welcome. Parents are encouraged to join the children for arts and craft days, which supports home links. The manager is keen to seek opinions of the parents to improve outcomes for children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY467833
<b>Local authority</b>	Croydon
<b>Inspection number</b>	939436
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Stepping Out Pre-School Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07787133292

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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