

# One Step Ahead

Nevendon Playcentre, Nevendon Road, WICKFORD, Essex, SS12 0NL

<b>Inspection date</b>	04/09/2014
Previous inspection date	26/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children's progress is effectively supported by the high quality of teaching used by all staff.
- Warm, nurturing relationships with staff give children the confidence to play and explore their environments and become active learners.
- Partnerships with parents are actively promoted, enabling parents to feel well supported in promoting children's development.
- The managers closely monitor practice and use support of other professionals to ensure continuing improvement of the pre-school in all areas.
- Children's safety is well supported through careful supervision, well used policies and procedures and a wide range of daily and ongoing checks.

### It is not yet outstanding because

- There are opportunities to further develop children's independence, for example, by allowing them to fully take part in the preparation of snacks.
- Occasionally, staff do not accurately record children individual next steps in learning in their learning records to consistently provide parents with up-to-date information about their child's current progress.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out observations of activities and practice in all areas of the pre-school and on an outing to the library.
- The inspector held a meeting with the managers and spoke to members of staff.
- The inspector looked at children's learning records a sample of planning documentation and the nursery policies and procedures.
- The inspector checked evidence of recruitment, suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation of practice with the managers.

## Inspector

Judith Harris

## Full report

### Information about the setting

The One Step Ahead pre-school was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a shared community premises in the Wickford area of Essex and is managed by the two registered persons. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The pre-school also has an apprentice. The pre-school opens Monday to Friday, all year round and sessions are from 9.15am until 12.15pm and 12.45pm to 3.45pm. There are currently 50 children on roll who are in the early years age group and attend for a variety of sessions. The pre-school received funding for the provision of free early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- further develop children's independence, for example, by allowing them to take part in the preparation of snacks
  
- strengthen systems of monitoring the accuracy of the already good individual learning records, for example, so that each child's next steps in learning are clearly shown for parents.

## Inspection judgements

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

The management and staff team show a secure understanding of the way children learn and can clearly demonstrate how they have updated their knowledge of the Early Years Foundation Stage. This ensures that children are well supported to make good progress in all areas of learning. The monitoring and ongoing training for staff supports them to develop high quality teaching methods. The management team has made effective use of professional support and guidance to develop the systems used for observation, assessment and planning and to build the confidence of the staff team in using these. This ensures the children's learning records provide a clear picture of each child's development from their individual starting points. The learning records are easily accessible for parents and staff share these as part of their commitment to good partnerships. Staff are able to explain how children's next steps are planned for; however, this is not always clearly stated in the children's individual records. As a result, parents are not always kept fully up

to date with their child's current progress. Key persons complete a progress check for children between the ages of two and three years, which is effectively shared with parents. Staff provide a stimulating environment where children have activities and experiences that are planned to extend their learning.

Staff plan and provide a wide range of activities designed to match children's interests and to encourage them to play and explore. Children benefit from long periods of free-play time where they actively engage in creative and imaginative activities. At all times, children's learning is effectively promoted through the well-used interactions of staff. For example, children are making models, staff talk with them about what they are making. Staff use open questions and allow children time to think about how they will construct their models. The children decide to make a car and the staff ask them what shapes they need to use. Children choose tubes to make the wheels and then look for a square for the car body. Staff ask how they will join the pieces together and share ideas, such as using tape to secure the wheels to the car. Children are supported by staff to use the tape independently, measuring how much they will need and using the scissors to cut the tape. Children are clearly being very well supported to explore and discover and to develop their critical thinking. As a result, children are developing the key skills to support their future learning. Staff are consistently extending children's language development through all planned and naturally occurring situations. For example, on the walk to the library, staff talk with children about the things they see. Staff ask questions about what the shops are selling and about how to be safe when crossing the road to support children's problem solving and awareness of safety. Children's writing skills are successfully promoted by staff who ensure that paper and pencils are available at all activities and encourage children to write lists for shopping and to write their own names. Staff use a variety of mathematical language to help children understand shape and size and develop their counting skills. Children are actively encouraged to follow their own interests. For example, children choose books freely and are confident to ask staff for a story and thoroughly enjoy a spontaneous music activity where they sing along and play instruments. At all times throughout the session children are thoroughly absorbed in activities.

Children's work is attractively displayed around the pre-school, showing that what they create is valued. Staff teach children about the wider world. For example, children have a wildlife area in the pre-school garden where they can plant and grow, helping them to learn about nature's life cycles. Children's preparations for the next stage in their learning are well supported. Staff invite teachers to come and visit children in the pre-school and to meet with key persons to discuss any children moving on to school. The staff also visit local school open days to build good partnerships with the teaching staff. Children with special educational needs and/or disabilities are carefully and sensitively supported. The staff team work very well together to accurately identify any gaps in children's development and ensure both they and their parents can access professional help to support children to make the best possible progress in their learning.

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

Children's personal, social and emotional development is a very positive strength of the pre-school. Children clearly feel very secure and at home, as parents report how happy children are to come to pre-school. Staff ensure that children are able to form strong attachments making them feel welcome and valued. Children demonstrate high levels of confidence as they move freely around the pre-school, making choices about what to play with. Children are actively encouraged to take responsibility for their own safety. For example, children practise cutting with scissors and staff talk to them about how to hold and use them safely. Staff clearly know children well, through the ongoing information gathered from parents and the key-person observations and assessments. Staff consistently use good strategies and give children lots of praise to help them develop skills for self-control. For example, at registration, staff talk with children about the pre-school rules for positive behaviour and being kind to each other. As a result, Children behave well and use good skills for sharing and taking turns.

Staff understand the importance of good hygiene practice and ensure children are made aware of these. Staff encourage children to be as independent as possible in their personal care; this includes hand washing before snack and after toileting. A healthy and balanced diet is provided to meet children's individual needs at all times. Snacks are prepared by staff and children choose when they want to have snack, which ensures their play and learning is not interrupted. To support independence, children are encouraged to spread their own bread and crackers and to pour their own drinks. However, the fruit is prepared in the kitchen and children miss the learning opportunity to help prepare the whole snack. Staff ensure water is readily available throughout the day. Children build close and trusting relationships with the staff, who are caring and sensitive to their different needs.

Physical play is actively encouraged in the garden and children are taken on regular walks in the local area. For example, children walk to the local library and staff take particular care to ensure children are safe on the walk. To help children to gain an understanding of road safety staff talk about using the crossings appropriately, waiting, looking and listening. The staff team have clear and well-used systems for ensuring all children are accounted for when on trips and when coming in from the garden at the end of the session. The staff team's positive attitude ensures children are kept secure whilst becoming independent and able to manage their own health and safety.

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

The management and staff team have a clear understanding of their responsibility in safeguarding children. All staff have attended safeguarding training and the management team ensure they understand and implement the range of policies and procedures that relate to the protection of children. A nominated member of staff carries out thorough risk assessments at the beginning of each day to ensure that all areas of the environment, including equipment and resources, are safe, both indoors and outdoors. Staff carefully supervise and observe children and good ratios are maintained at all times to ensure their safety. Secure recruitment procedures are used to ensure all staff employed are suitable

to work with children. To support staff's ongoing development and guarantee they remain suitable, the management team carry out annual appraisals. Regular support is given through weekly team meetings where staff are able to discuss and plan well for meeting individual children's needs. This close-knit team continue to share information and ideas on a daily basis during the morning set up and the lunch break.

The pre-school managers provide strong leadership to this well-motivated staff team. The managers work directly with the staff team at every session. This allows them to closely monitor the quality of teaching and to model good practice for staff. A clear lead is shown in driving improvement and promoting a successful team approach with all staff. This is successfully demonstrated by the effective improvements that have been made since the last inspection that support children's care, learning and development.

There are very good partnerships with parents and external professionals. A number of children currently attending are supported by other professionals and staff work with parents to ensure they are effective in meeting the children's needs. Ongoing communication with parents includes newsletters, a notice board for parents and a social networking page. Parents are welcomed to take part in social activities including picnics in the park during the summer break where families, who are starting in September, are invited to join in. Parents have regular opportunities to discuss their children's progress and staff encourage them to play an active role in their children's learning and development. For example, parents are encouraged to provide observations of learning at home and to add comments to their learning records. Parents make very positive comments about how well their children are progressing and how their development has been successfully supported. In particular, parents of children with special educational needs and/or disabilities praise the support they receive from the pre-school.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY236469
<b>Local authority</b>	Essex
<b>Inspection number</b>	951754
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Donna Doyle & Anne Badham Partnership
<b>Date of previous inspection</b>	26/06/2013
<b>Telephone number</b>	01268 765675

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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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