

Stepping Out Pre-School

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



Inspection date

24 March 2015

Previous inspection date

9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff build close, warm and supportive relationships with children and their families from the time they begin to attend. These positive relationships support children's emotional well-being.
- Staff act as good role models. They supervise children well and guide them throughout the daily routine, which promotes their well-being and independence. Children develop good communication and social skills because staff are skilful communicators and listen carefully to children.
- Managers and the staff team ensure that safeguarding children takes a high priority. Staff clearly understand what to do should they have concerns about children's welfare. The setting is safe and secure. Staff implement effective risk assessments and policies.
- The quality of teaching is good. Staff plan a variety of interesting activities that engage children's interests and enhance their continued learning.
- Managers have a secure understanding of the areas of learning. This enables them to accurately monitor staff practice, children's progress and the quality of planning and assessments. Staff share a good range of information with parents who are happy with the service provided.

It is not yet outstanding because:

- Staff have not fully established systems for communication with other early years settings to ensure a shared approach to children's learning.
- Staff have not fully developed methods to help children more easily know the full range of the resources available to them.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information between other early years settings to ensure a shared approach to children's learning.
- enhance the opportunities for children to make choices about their learning by helping them to be more aware of the full range of resources available.

Inspection activities

- The inspector carried out observations of staff interactions with the children in the inside and outside play areas.
- The inspector spoke to the manager and staff regarding recent training, evaluation methods, activity planning and safeguarding practice.
- The inspector sampled policies, procedures and documents, including safeguarding, complaints and behaviour management, and information gathered when a child starts at the setting.
- The inspector carried out a joint observation of practice with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Claire Douglas

Inspection findings

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

Staff provide a good balance of adult-initiated and child-led activities which promotes children's development in all areas of learning. Consequently, children make good progress in relation to their individual starting points and are ready for the next stages in their learning. Children learn about the world around them effectively as they enjoy real life projects such as observing the changes that occur as caterpillars turn into butterflies and tadpoles into frogs. Staff introduce mathematical concepts throughout the routine, for example children explore numbers placed in the water tray and talk about these with staff. The environment is rich in print. Staff use this well to help children develop early reading skills.

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

The deployment of staff and the successful key-person system helps staff to build good relationships with children and parents and promotes children's physical and emotional well-being. Children take part in regular fire evacuation drills, which helps them to learn what to do in an emergency. Independence and self-help skills are encouraged as children attempt to dress themselves for the garden and take responsibility for their personal care. Children receive appropriate praise throughout the session. As a result, they behave well. Children benefit from a stimulating environment, which provides daily challenge and exploration both inside and outdoors. The staff provide well-planned activities with good learning outcomes. These experiences contribute well to the children's confidence and readiness for moving on to other settings and school.

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

Management and staff implement the requirements of the Early Years Foundation Stage effectively. Management provide regular supervision meetings for staff to identify any changes to their suitability and their professional development needs. Staff use their training effectively to improve children's learning experiences. For instance, children's language skills were further encouraged after staff attended relevant training. Staff used what they had learned to provide a greater range of songs that encourage children's developing speech. Children's safety and good health is prioritised by staff who teach them about keeping safe and living healthily. Hazards are minimised through regular safety checks. As a result, staff promote children's understanding of safety effectively. Management take into account the views of children, parents, staff and other professionals when reflecting on their service but have not yet fully developed communication with other early years settings to ensure a shared approach to children's learning. They have completed the actions set at the previous inspection and demonstrate a strong commitment to providing good quality childcare.

Setting details

Unique reference number	EY467833
Local authority	Croydon
Inspection number	976517
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	38
Number of children on roll	18
Name of provider	Stepping Out Pre-School Partnership
Date of previous inspection	9 May 2014
Telephone number	07787133292

Stepping Out Pre-School registered in 2002 and re-registered under new ownership in 2013. It operates in South Norwood within the London Borough of Croydon. The pre-school is open Monday and Thursday from 9.45am to 12.15pm, Tuesday and Friday from 12 noon to 2.30pm and Wednesday from 9.30am to 2.30pm. The pre-school opens during term times.

The provider is in receipt of funding for the provision of free early education to children aged three and four years. There are five members of staff. Four hold relevant early years' qualifications at level 3 and one at level 2.

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