

Stepping Stones Childcare

Church Of St Margaret With St Columba, 15 Woodhouse Road, London, E11 3NG



Inspection date

30 March 2017

Previous inspection date

23 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff do not follow the safeguarding policies and procedures. Safeguarding practices are not monitored effectively by the provider. Therefore, they are not implemented adequately to ensure risks are minimised, resulting in children's safety being compromised.
- The manager does not give appropriate attention to developing the skills and knowledge of the staff. Supervision fails to identify or address weaknesses in staff's professional or personal development in order to raise the quality of teaching.
- Self-evaluation is not fully effective to help identify and tackle weaknesses in the provision. This means that action taken by the management team is not always focused on the areas of highest priority.
- Children are not consistently monitored to assess their progress and identify gaps in learning.

It has the following strengths

- Staff have established positive partnerships with parents. They make sure parents are well-informed about their children's care and learning.
- Staff are warm and welcoming, they are attentive to children's care and emotional needs and support them to be kind and respectful towards other children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that risk assessments are in place to protect children and staff when using the new online observation system	01/05/2017
■ ensure that risk assessments are in place to minimise any potential risks to the children and their well-being	01/05/2017
■ ensure all staff understand the safeguarding policy and procedures and are able to effectively implement these, paying particular attention to the use of mobile phones	01/05/2017
■ ensure all staff partake in emergency evacuation drills to ensure they know what to do in the event of an emergency	01/05/2017
■ improve the supervision and monitoring of staff practice to plan targeted actions to further support their professional and personal development	01/06/2017
■ ensure all children's levels of achievement are identified and consistent systems are used throughout the setting to accurately assess and monitor gaps in children's learning and development.	01/07/2017

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

- improve self-evaluation processes to identify key areas for improvement and how to address them
- enhance partnerships with other settings and local schools to help achieve a collaborative approach to children's learning
- increase opportunities for children to try things for themselves and develop their independence further.

Inspection activities

- The inspector held a meeting with the manager and spoke to staff during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, such as the setting's policies and procedures, children's development records and evidence of the suitability of staff working at the setting.

Inspector

Cher Walker-Moore

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. There is an online system for storing photographs of children. However, children are not protected because staff use their personal electronic devices to access it. There are insufficient procedures and policies in place to monitor what photographs are being taken and how these are being used. However, staff are aware of the possible signs and symptoms of abuse and neglect. Self-evaluation is weak. It lacks rigour and is not sufficiently challenging to bring about improvement. The provider does not adequately support staff to improve their professional practice or manage their personal development. Staff take work home to keep up to date with monitoring children's learning and development. However, the provider does undertake checks on staff to establish their suitability. Staff have yet to establish effective partnerships with other settings and local schools.

Quality of teaching, learning and assessment requires improvement

Assessment and monitoring systems are variable and inconsistent within the setting. Therefore, effective systems are not in place to monitor all the children's progress and the progress different groups of children make. Overall, teaching is suitable. Staff engage children appropriately during children's chosen activities. Staff encourage children to use their recall and memory skills and support their literacy skills. For example, during group activities, children took turns in finding the object that had been taken away and thought about other objects beginning with the same letter. Younger children enjoyed playing in the water tray with ducks, and singing number songs and action rhymes.

Personal development, behaviour and welfare are inadequate

The provider has failed to meet some of the safeguarding and welfare requirements, which compromises children's safety and well-being. Children enjoy the range of activities and resources available. They jump from the big train in the garden and benefit from healthy meals and regular exercise. Children do have opportunities to be independent. However, on occasion, staff do not always allow children to do things for themselves, such as pouring their own drinks. Staff provide gentle reminders to children to be kind to each other, share and take turns.

Outcomes for children require improvement

Although children make progress in their learning, they are not yet supported to make the best possible progress. Children learn the basic skills needed to prepare them for their next stage in learning. However, monitoring systems are not fully established to ensure gaps in children's progress are quickly identified and addressed.

Setting details

Unique reference number	EY482580
Local authority	Waltham Forest
Inspection number	1085985
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	18
Number of children on roll	23
Name of registered person	Stepping Stones Childcare Limited
Registered person unique reference number	RP521754
Date of previous inspection	23 February 2015
Telephone number	07711819522

Stepping Stones Childcare registered in 2014. It is situated in the London Borough of Waltham Forest. The nursery opens Monday to Friday from 8am until 6pm. The nursery employs seven members of childcare staff. Six staff hold an appropriate early years qualification, four at level 3 and two at level 2. The nursery provides funded early education for children aged two, three and four years.

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.

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