

Stepping Stones Childcare

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



Inspection date

Previous inspection date

9 March 2018

21 September 2017

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

Summary of key findings for parents

This provision is good

- Leaders have significantly improved the quality of their provision and the arrangements for self-evaluation. They have addressed the actions from the previous inspection effectively to ensure the environment is safe for children. For example, leaders ensure staff complete thorough risk assessments of the indoor and outdoor areas throughout the day.
- Staff develop strong partnerships with parents. They share regular information about children's development and encourage parents to extend their learning at home. Parents provide complimentary feedback about the setting. For example, they praise the close relationships they form with staff to meet children's needs effectively.
- Staff work closely together to implement the daily routines, policies and procedures effectively, to ensure the smooth day-to-day running of the provision for children.
- Staff observe and assess children's learning well. They plan stimulating opportunities for children to explore, learn and make good progress with their development.
- Children are happy at the provision. They form close bonds and attachments with staff and know when to seek support and reassurance from them during play.

It is not yet outstanding because:

- Staff miss some opportunities to encourage older children to listen during group activities and give other children the chance to talk, to develop their listening and social skills further.
- Staff do not provide many opportunities for children to learn about people and cultures that are different to their own.

What the setting needs to do to improve further

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

- make better use of group activities to strengthen children's listening and social skills
- increase opportunities for children to learn about the similarities and differences of a range of families to extend their understanding of the world.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with leaders during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure staff have a secure knowledge of safeguarding and the procedures to report any concerns, including allegations made against staff. Robust recruitment and vetting processes ensure leaders employ suitable staff to work with children. The manager completes regular staff supervision and offers guidance and developmental opportunities to help enhance their practices and children's outcomes. For example, staff use knowledge gained from training to model and encourage children's positive behaviour. Staff monitor individual children's progress well. They know how to seek support from other professionals to close any gaps identified in children's development. Staff form close relationships with local schools to help support older children's move to school. For example, schoolchildren visit the setting to do reading activities with the older children, helping to make them aware of school and what to expect.

Quality of teaching, learning and assessment is good

Staff supervise and interact with children effectively during their play to help extend their learning. For example, they skilfully support older children to learn that light objects 'float' and heavy objects 'sink' in water. Older children learn to count, recognise numbers and sort puzzles successfully. They learn to use their imagination and creative skills well. Staff provide opportunities for older children to develop their interest in stories and sing nursery rhymes to develop their early literacy skills effectively. Older children use simple sentences well to express themselves in different situations. Staff comment on younger children's play and encourage them to repeat new words to extend their language development. Younger children explore with musical toys and make different sounds well.

Personal development, behaviour and welfare are good

Children settle easily and quickly. They display a strong sense of belonging and move around to explore the resources freely. Children learn to manage their personal needs independently and help with small responsibilities well. For example, younger children feed themselves and older children use the toilet on their own. Children help to set up new activities and pack away resources effectively. Children are familiar with their daily routines and know what to expect next. They easily adapt to any changes. Staff ensure children have a range of opportunities to support their physical development effectively. For example, younger children have space to walk around and resources to learn to climb and balance successfully. Staff provide healthy lunches for children and they help children understand that healthy food helps them to grow.

Outcomes for children are good

Children make good progress, in relation to their starting points. They acquire skills to help them move on to the next stage in their learning. For example, younger children develop their muscles. They effectively grasp and handle small resources to explore during different sensory activities. All children display good behaviour and they follow simple rules and boundaries well. Older children develop good early mathematical skills.

Setting details

Unique reference number	EY482580
Local authority	Waltham Forest
Inspection number	1115877
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	26
Number of children on roll	24
Name of registered person	Stepping Stones Childcare Limited
Registered person unique reference number	RP521754
Date of previous inspection	21 September 2017
Telephone number	07711819522

Stepping Stones Childcare registered in 2014. The nursery is situated in Wanstead, within the London Borough of Waltham Forest. The nursery opens every weekday from 8am to 6pm, throughout most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. A team of 11 members of staff works at the nursery, including the manager and provider. Of these, one member of staff holds an early years qualification at level 4, six hold qualifications at level 3 and three are qualified at level 2.

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