

Step By Step Nursery

Masbro Brook Green Children's Centre, 49 Brook Green, Hammersmith, London, W6 7BJ



Inspection date

Previous inspection date

3 May 2018

17 November 2017

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although the provider has made improvements since the last inspection, these are not yet fully imbedded. For example, staff do not consistently use the information from their observations and assessments to plan fully effective activities. At times, some children do not receive enough challenge or motivation to learn. Not all children make the progress of which they are capable.
- Staff do not consistently make use of daily routines to fully develop children's independence skills.
- The provider does not evaluate practice in the nursery rigorously enough to further improve the outcomes for all children.

It has the following strengths

- Staff work closely with parents and other professionals to establish a consistent approach to children's learning. Parents comment positively about the staff and the service they provide.
- Staff actively support children's healthy lifestyles. For example, they follow suitable hygiene routines and encourage children to play outdoors regularly.
- Staff welcome children warmly into the setting, which supports their emotional well-being.
- Staff deploy themselves appropriately to help supervise children during play.

What the setting needs to do to improve further

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

Due Date

- make better use of the information gained from observations and assessments to plan consistently purposeful learning experiences for all children, particularly the very young and those who are less confident, to help them make progress. 25/05/2018

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

- make effective use of opportunities to help children further develop their independence skills
- evaluate and reflect on the provision rigorously, to identify and address all weaknesses in teaching.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities. She spoke to staff and interacted with children at appropriate times.
- The inspector checked documents relating to the suitability and qualifications of staff, and sampled documentation, including safeguarding procedures, accident records and risk assessment procedures. She sampled children's learning records.
- The inspector discussed with the provider and deputy manager how they evaluate their provision and target improvements.
- The inspector spoke to parents during the inspection to gain their views about the nursery.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has begun to take appropriate steps to address the actions raised at the last inspection. For example, she now offers supervision and professional development to help staff further their knowledge and skills. After attending recent training, staff have improved their practice in preparing food to support children's health. However, staff supervision has not yet had a widespread impact on the quality of teaching. Although the provider has reviewed and developed the system for observing and assessing children's progress, this is not yet fully embedded into practice. As a result, some children are not consistently challenged, particularly during group activities. Although the provider evaluates practice, this is not rigorous enough to target fully all areas for improvements. Safeguarding is effective. The provider and staff have a suitable knowledge of what to do should they have any concerns about children's welfare. The provider follows appropriate procedures to help check staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

Although some improvements have been made to the quality of teaching, this is still variable. For example, teaching for younger children and those who are less confident is not as effective. This is because staff do not consistently make good use of the information gained from their regular observations and assessments to help plan activities that match children's ages and stages of development. As a result, some children are not sufficiently challenged and motivated to participate. For example, during group times, some children find the activities too difficult or too long to follow. They become disengaged and start to wander away. On some occasions, staff do not recognise this because their time is spent meeting the needs of older and more-dominant children. This limits the learning of younger and less-confident children.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and teaching do not sufficiently support all children's personal development. However, staff teach children to behave appropriately. For instance, staff model turn taking, use kind words and interact positively with the children. Children learn to say 'please' and 'thank you' during play. Staff praise children for their efforts. For example, they tell children, 'Well done,' and clap hands to support their self-esteem. Outdoors, children enjoy climbing and balancing on large equipment and show increasing confidence in their physical abilities.

Outcomes for children require improvement

Not all children learn the skills they need to help prepare them for their future learning, including their move on to school. Younger children and those who are less confident have fewer opportunities to build on what they know and can already do. At times, children are not supported to complete achievable tasks for themselves, to develop fully their independence skills. Despite this, children, including those who speak English as an additional language, have some opportunities to develop their communication and early writing skills. For example, they enjoy creating pictures for 'mummy' and 'daddy'.

Setting details

Unique reference number	EY342691
Local authority	Hammersmith & Fulham
Inspection number	1119113
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	12
Number of children on roll	12
Name of registered person	Nelson Child Care Limited
Registered person unique reference number	RP902793
Date of previous inspection	17 November 2017
Telephone number	020 7371 6644

Step by Step Nursery registered in 2007. It is one of two private nurseries owned by Nelson Child Care Limited. The nursery operates from a shared building, which is located in the London Borough of Hammersmith and Fulham. The nursery is open from 8am until 6pm on Monday to Friday for 51 weeks of the year. There are four staff members, including the manager. Of these, one member of staff holds an early years degree at level 6 and the remaining staff hold relevant childcare qualifications from level 2 to level 4. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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