

Developing steps Nursery

516 Romford Road, Forest Gate, London, E7 8AF



Inspection date

1 June 2018

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Staff support children's communication skills consistently well. They listen and show great respect to children and sensitively encourage them to confidently express their thoughts and ideas. Children's behaviour is good.
- The manager and staff work together well to identify further areas to develop so that the nursery continually improves. Managers involve and gather the views of staff, parents and children and implement development plans to help to raise the quality even further.
- Children are provided with a good range of freshly prepared, nutritious meals and snacks, which contributes significantly towards keeping them healthy.
- Children's physical skills are well promoted. Older children laugh excitedly as they participate in music and movement sessions. They confidently follow actions and move their bodies in different ways, building on their coordination.

It is not yet outstanding because:

- On occasion, the tracking of individual children's progress is not precise enough to swiftly identify any emerging gaps in children's learning and development.
- At times, staff do not give children the time to answer their questions, and think about their answers, before offering the answer.

What the setting needs to do to improve further

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

- refine the tracking of individual children's progress so that it gives a more accurate picture of the achievements they make to ensure that any arising gaps in children's learning and development are swiftly identified
- provide children with enough time to think, respond and demonstrate what they know when answering questions that extend their learning.

Inspection activities

- The inspector had a tour of the nursery with the manager of the nursery, including the outdoor environment.
- The inspector spoke with children and staff during the inspection. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed the provider's self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the provider.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are knowledgeable about their role in protecting children from harm and neglect. They are fully aware of the local child protection referral procedures. Leaders operate an effective system for recruitment and induction. They provide ongoing support to ensure that staff are well qualified and they are suitable to work with children. The manager competently monitors and encourages staff's professional development. For example, she models good practice and coaches less confident staff. The manager regularly monitors the progress of different groups of children and cohorts to ensure that any gaps in their learning are closing quickly. Staff talk to parents daily and encourage them to take children's development files home. This creates a consistent and cohesive approach to children's learning.

Quality of teaching, learning and assessment is good

Staff make time to find out from parents about children's home language and how they can work together to support individual children's developing language skills. Staff organise the indoor and the outdoor areas effectively to meet children's needs and interests. For example, they create different play areas that children access freely. Children enjoy active play as well as times when they sit and look at books quietly in a reading corner. The educational programmes are well planned by knowledgeable staff who provide a varied range of interesting, challenging and motivating experiences for children. For example, during a cooking activity children learn about more and less, full and empty and mix ingredients together. They learn new words such as 'squishy' and 'sloppy' and compare the properties of the wet and dry mixture.

Personal development, behaviour and welfare are good

Staff place a high focus on their outdoor learning environment. Children have a wealth of opportunities to continue their learning outdoors. Staff skilfully help children to learn about how to take developmentally appropriate risk and develop their physical skills. For example, children tackle the wooden 'clatter bridge' with care and increasing confidence. Children learn about healthy eating. For example, staff discuss that eating carrots and fruit will make them grow up 'big and strong'. Staff interact well with children. They are constantly at children's eye level and encourage children to develop their imagination. Children laugh heartily as staff engage them in imaginative play as they pretend to buy eggs and cartons of juice and exchange money.

Outcomes for children are good

All children learn skills that help them to be prepared for their future learning, including their eventual move to school. They have good social skills and older children demonstrate independence in their personal care. Younger children use a variety of materials to make marks. They select materials freely and discuss their pictures with their friends. Older children practise writing their name and they are supported in developing their knowledge of letters and the sounds they represent.

Setting details

| | |
|--|---|
| Unique reference number | EY497843 |
| Local authority | Newham |
| Inspection number | 1048136 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 50 |
| Number of children on roll | 15 |
| Name of registered person | The Enchanted Castle (Day Nursery) Limited |
| Registered person unique reference number | RP901714 |
| Date of previous inspection | Not applicable |
| Telephone number | 02085526777 |

Developing Steps Nursery registered in 2016. The nursery operates from 7.30am to 6pm every weekday for most of the year. The provider employs six members of staff, all of whom hold relevant early years qualifications at level 2 and above. The nursery receives funding for the provision of free 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

