

# One Step Ahead

Nevendon Playcentre, Nevendon Road, Wickford, Essex, SS12 0NL



<b>Inspection date</b>	19 June 2018
Previous inspection date	4 September 2014

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

## Summary of key findings for parents

### This provision is inadequate

- Staff do not assess children's learning precisely. They do not accurately identify children's next steps in learning. This means that children are not provided with enough individual challenge to make good progress in their learning.
- Staff do not complete a detailed progress check for children aged between two and three years and share a short written summary of children's progress with parents.
- Staff do not consistently engage with parents to ensure an ongoing two-way flow of information is shared. They do not provide parents with enough relevant information about how they can support and continue their children's individual learning at home.
- The effectiveness of teaching and the impact this has on children's learning are not monitored well enough to help improve the quality of staff's teaching. The procedures for tracking children's progress are poor.

### It has the following strengths

- Children gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves.
- Staff provide daily opportunities for children to be active outdoors.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that staff observe and assess children's learning accurately, in order to consistently identify where children are in their development and plan precisely for the next steps in their individual learning so that they make good progress</li> </ul>	03/07/2018
<ul style="list-style-type: none"> <li>■ review children's progress when they are between the age of two and three years, and provide parents with a short written summary, highlighting children's achievements and any areas where their development is less than expected</li> </ul>	03/07/2018
<ul style="list-style-type: none"> <li>■ work closely with parents to encourage them to contribute more information about their children's learning and to help them to further support their children's progress at home</li> </ul>	03/07/2018
<ul style="list-style-type: none"> <li>■ improve systems for monitoring staff performance and supporting their ongoing professional development to help promote consistently good teaching and learning</li> </ul>	03/07/2018
<ul style="list-style-type: none"> <li>■ improve the procedures for tracking children's progress to ensure that any gaps in learning are identified and targeted promptly.</li> </ul>	03/07/2018

### Inspection activities

- 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 with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Tina Garner

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The management team does not accurately identify the weaknesses in teaching and the procedures for tracking children's progress are poor. These weaknesses mean that the management team cannot be assured that children are making good enough progress. Supervision arrangements for staff coaching, support and opportunities to provide feedback focus mainly on children's care and welfare. Not enough support is provided to raise the quality of teaching and assessment. The management team monitors some aspects of the provision. This has resulted in staff completing some professional training. However, this has not been linked to, or had a positive impact on, improving the quality of teaching. The arrangements for safeguarding are effective. Managers and staff have a secure knowledge of safeguarding procedures and the signs that indicate a child may be at risk of harm.

### **Quality of teaching, learning and assessment is inadequate**

Weaknesses in teaching and assessment have a significant impact on children's learning and development. Staff do not assess children's progress well enough and they do not carry out the required progress check for children aged between two and three years. Consequently, planned activities are not well matched to children's abilities or precisely focused so that any gaps in learning close rapidly. Ways to involve parents in their children's learning have not been fully explored. Consequently, parents are not always well informed enough about their children's progress or helped to understand how to support them at home. Children have easy access to a variety of resources, including art and mark-making materials, and have opportunities to play with water and sand.

### **Personal development, behaviour and welfare are inadequate**

Children are not successfully supported to make good enough progress. The expectations of staff are not high enough. Consequently, some children are not adequately prepared for the move to school. Children have lots of opportunities to play outdoors. They develop physical skills, such as pedalling tricycles, climbing ladders and balancing on tyres. Staff give children healthy snacks, and provide drinks regularly to support their physical health. Children develop strong attachments to the staff, who are caring and attentive to their needs.

### **Outcomes for children are inadequate**

Children make poor progress in some areas of learning due to weaknesses in teaching. Gaps in children's learning are not closing quickly enough and children are not well enough prepared for school when the time comes. Some children lack confidence and play alone, while other children do not have the language skills expected for their age. Children learn to listen well at group times and participate in a range of safety-related play, including handling tools. Children enjoy looking at books. They draw pictures and complete jigsaws with support.

## Setting details

<b>Unique reference number</b>	EY236469
<b>Local authority</b>	Essex
<b>Inspection number</b>	1103996
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Donna Doyle & Anne Badham Partnership
<b>Registered person unique reference number</b>	RP520798
<b>Date of previous inspection</b>	4 September 2014
<b>Telephone number</b>	01268 765675

One Step Ahead registered in 2002. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at levels 2, 3 or 4. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm and 12.45pm until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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