

One Step Ahead

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



Inspection date	8 November 2018
Previous inspection date	19 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- The managers and staff team have taken immediate and effective action since the last inspection and significant improvements have been made to address the weaknesses. The managers and staff have a strong determination and passion to drive further improvement and ensure outcomes for children are good.
- Parents are delighted with the pre-school and are keen to share their very positive views. They talk about how much they value the approachable and supportive staff and say they feel very welcome in the caring environment.
- Staff consistently praise positive behaviour and gently remind children of the rules of the pre-school. Children behave well and learn how to cooperate and share with others.
- Staff communicate regularly with other settings that children attend. This helps to ensure that everyone is knowledgeable about how to support children's ongoing progress.

It is not yet outstanding because:

- Staff do not always meticulously plan for individual children's learning. Information from observations is sometimes not used really effectively to identify specific next steps in children's learning.
- Managers do not monitor staff's practice carefully enough and use the information gained to shape and support staff's professional development.
- Systems for monitoring information about the progress of different groups of children are still being developed.

What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted for really rapid progress
- build further on the system for monitoring staff's practice that helps raise the good-quality teaching to outstanding
- strengthen the current arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need, to help them to achieve at the highest possible levels.

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 manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a few parents during the inspection and took account of their views.

Inspector
Tina Mason

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have attended safeguarding training. They have a clear understanding of child protection procedures and how to report any concerns they may have about the welfare of a child. Recruitment and induction procedures are robust. Policies and procedures, including those for administering medication, are in place, understood and effectively implemented. All of the staff team hold a paediatric first-aid qualification. This helps to support children's well-being in the event of an accident. Staff identify and address hazards through risk assessment. The managers and staff team use additional funding well to tailor activities to children's individual needs and interests, and extend their learning further.

Quality of teaching, learning and assessment is good

Staff observe children regularly and monitor their progress well. They use this information to provide interesting learning experiences that promotes children's development. Staff support younger children as they learn to take turns with popular resources. Children explore and investigate in the outdoor area. They empty and fill containers with sand and dirt. They enjoy playing imaginatively alongside staff, for example, children enjoy creating imaginary cupcakes in the mud kitchen. Children excitedly explain their ideas clearly, as they engage in interesting conversations. In addition, staff support children's early understanding of mathematics as they encourage them to use number language and compare quantities.

Personal development, behaviour and welfare are good

Staff implement effective key-person and settling-in systems, which enable children to settle into the pre-school at their own pace. Children arrive happily and are eager to explore the activities. Staff are positive role models. They join in children's play, show them how to use equipment and develop their learning by offering ideas. Staff encourage children's independence. For example, they support children to spread butter on their own toast and cut up cucumber and bananas. Additionally, staff encourage conversations about the importance of a healthy diet as they sit and chat with the children at snack time. Children enjoy a wide range of physical activities as they move freely between indoors and outdoors. This helps to improve their physical skills and encourages their good health.

Outcomes for children are good

Children are making good progress in their learning and development, given their starting points. They are eager and energetic learners who explore their environment and enjoy learning. Children develop the key skills they require in readiness for school. They use resources, such as paint, pencils and crayons, to make their own marks on paper. Children listen with interest during group activities, demonstrating their understanding by responding well to comments and questions asked by the staff.

Setting details

Unique reference number	EY236469
Local authority	Essex
Inspection number	10079682
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	34
Number of children on roll	60
Name of registered person	Donna Doyle & Anne Badham Partnership
Registered person unique reference number	RP520798
Date of previous inspection	19 June 2018
Telephone number	01268 765675

One Step Ahead registered in 2002 and is located in Wickford, Essex. 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 during term time only. Sessions are from 9.15am until 12.15pm and 12.45pm until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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