

# Inspection of 5 Steps Community Nursery

15 Lambourne Grove, Rotherhithe, LONDON SE16 2RR

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Inspection date: 7 July 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's welfare is not supported, as staff who work directly with them do not have an adequate knowledge of safeguarding matters. Children, particularly those who fall behind, do not have sufficient opportunities to make steady progress in their learning. The curriculum is not sufficiently ambitious to achieve adequate outcomes for all groups of children. Older children demonstrate, through their behaviour, an understanding of rules and boundaries. However, risk assessments are not sufficiently thorough so that all children are helped to feel safe and secure.

Children learn to make choices and follow their interests in play. There are fewer opportunities for them to engage in adult-led activities that are carefully planned and extend their play and learning. Children benefit from regular opportunities to be physically active. Some older children use the balancing equipment confidently. Younger children learn to feed themselves and use the toilet independently. Some older children use appropriate vocabulary, for instance to express their imaginative ideas. For example, they pretend to be electronic equipment, lie down still, and say their battery needs changing.

Children learn to follow good hygiene routines and staff take appropriate steps to minimise risks of cross infection, considering the current COVID-19 (coronavirus) pandemic situation.

## **What does the early years setting do well and what does it need to do better?**

- Training is ineffective. Leaders and managers do not refresh their knowledge of safeguarding or demonstrate the ability to guide staff effectively on safeguarding matters.
- Staff are unclear about the procedures to follow should they have concerns for children's welfare or in the event of an allegation against a member of staff. The management team does not maintain appropriate records of injuries that children arrive with. Staff do not have up-to-date knowledge of wider safeguarding matters.
- Staff do not review risk assessments, on an ongoing basis, to take account of a change of circumstances. For instance when individual children transition from one room to another, within the setting.
- Leaders and managers do not fully understand their responsibility to determine when to complete written risk assessments relating to specific issues and to demonstrate clearly how they manage risks.
- Leaders do not understand their responsibility to inform Ofsted of changes to committee members, to enable Ofsted to check their suitability. Weaknesses in safeguarding practice have a significant impact on children's safety and well-being.

- The management team does not ensure that staff supervision and training is effective to improve the quality of education and care. They do not monitor children's progress effectively to identify and address gaps in children's learning at an early stage.
- Leaders and managers do not always guide staff well to complete required progress checks for children aged two years old, clearly highlighting the developmental levels and needs of individual children. They do not always ensure that a written summary of the check is shared with parents.
- Leaders and managers do not maintain a regular two-way flow of information with parents. Partnerships with professionals are not consistently effective. The team does not consistently support a joint approach to children's learning and care.
- Some funded children, including those with speech and language issues, do not have adequate opportunities to progress towards the next stages in their learning. These weaknesses in the quality of education have a significant impact on the outcomes for individual children.
- Staff encourage children to initiate their own play. For example, children learn to choose the resources for their play. However, staff do not consistently plan and provide a good balance of adult-led activities, that are sequenced, and implemented effectively to guide individual children's progress over a period of time.
- Staff provide some opportunities for children to learn to count and to identify letter sounds. However, they do not provide consistent opportunities for children to build on and assimilate their early mathematical and literacy skills.
- Staff are kind and friendly and, overall, children form close emotional relationships with them. Some parents provide positive feedback about how staff manage children's behaviour. Staff meet individual children's dietary needs.
- Staff provide some opportunities for children to build an understanding of what makes them and their families unique. For example, they use picture albums to initiate discussions with children about their families. Children, including those who learn English as an additional language, develop a sense of themselves.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure that staff know how to identify safeguarding issues and report concerns to relevant outside agencies. They do not ensure that staff understand their responsibilities in relation to the 'Prevent' duty guidance for England and Wales. Staff have a weak understanding of the procedures to follow in the event of an allegation. Although staff complete regular risk assessments, these are not adapted effectively to take account of ongoing issues. Leaders and managers ensure that there are sufficient staff to supervise children. They ensure that staff trained to provide paediatric first aid are available at all times when children are present.

## What does the setting need to do to improve?

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

|   | <b>Due date</b> |
|---|-----------------|
| ensure that people who lead safeguarding at the setting have appropriate training that effectively enables them to advice and guide staff on safeguarding matters on an ongoing basis   | 27/07/2021      |
| ensure that all staff have a clear understanding of the setting's policies and procedures to safeguard children, including maintaining appropriate written records and sharing information with relevant outside agencies, in a timely and appropriate manner | 27/07/2021      |
| ensure that all staff have a clear understanding of their responsibilities under the 'Prevent' duty guidance for England and Wales  | 27/07/2021      |
| ensure all staff have a secure understanding of the procedures to follow in the event of an allegation being made   | 27/07/2021      |
| ensure that risk assessments are thorough, particularly in relation to specific issues, and demonstrate clearly how risks are managed if asked by parents and carers or inspectors  | 27/07/2021      |
| ensure that induction, supervision, and professional development opportunities for staff are effective to ensure staff deliver quality development and learning experiences for all children  | 27/07/2021      |

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|--|------------|
| ensure the efficient management of the setting, including enabling a regular two-way flow of information with all parents/carers and working closely with them and other professionals to meet individual children's needs               | 27/07/2021 |
| develop a clear understanding of the responsibility to inform Ofsted, in a timely manner, of any changes to the members of the committee   | 27/07/2021 |
| review children's progress when they are between the ages of two and three, and work in partnerships with parents and any relevant professionals to identify and address gaps, particularly in the prime areas of children's learning    | 27/07/2021 |
| ensure that the curriculum is carefully planned and sequenced to support children's progress towards next stages in their learning and is implemented effectively, including a good balance of child-initiated and adult-led activities. | 27/07/2021 |

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY340504  |
| <b>Local authority</b>                             | Lewisham  |
| <b>Inspection number</b>                           | 10201478  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 1 to 4  |
| <b>Total number of places</b>                      | 32  |
| <b>Number of children on roll</b>                  | 16  |
| <b>Name of registered person</b>                   | 5 Steps Community Nursery Committee   |
| <b>Registered person unique reference number</b>   | RP906627  |
| <b>Telephone number</b>                            | 0207 237 2376   |
| <b>Date of previous inspection</b>                 | 16 August 2018  |

## Information about this early years setting

5 Steps Community Nursery registered in 2007. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. Eight members of staff are employed to work with the children, all of whom hold appropriate childcare qualifications. Three members of staff hold childcare qualifications at level 4, four staff at level 3 and one staff at level 2. The team is supported by an administrative assistant, cook and cleaner.

## Information about this inspection

### Inspector

Geetha Ramesh

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out a learning walk together and discussed the intent, implementation and impact of the curriculum
- Parents shared their views with the inspector, about their children's time at the setting.
- The inspector took account of children's views and had discussions with staff.
- The manager and the inspector observed and evaluated an activity jointly and had discussions about staff training, support and skills
- The inspector held a meeting with the manager and Nominated Individual and evaluated the effectiveness of leadership and management at the setting.
- This inspection was carried out following Ofsted's risk assessment process.

We carried out this inspection 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.

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