

# Inspection of Step By Step Children's Nursery Polegate

Polegate SDA Church, 7 Hailsham Road, Polegate, East Sussex BN26 6NJ

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Inspection date: 21 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is good**

Children are confident, happy and secure in the home-from-home nursery. They feel at ease with the attentive staff and form trusting and loving bonds with them. Children feel valued and respond well to the warm praise they receive from staff, which helps to build their good self-esteem. For example, children proudly show off their finished artwork, such as Halloween bat collages.

Children of all ages enjoy their time playing and exploring in the stimulating environment. Babies settle quickly in the morning and leave their parents confidently at the door. They learn to walk with positive staff support and move around the nursery independently, showing an eagerness to explore. Older children are very sociable and learn how to listen to others and consider their needs. For instance, during their imaginary play, children kindly include others and share out roles, such as 'chief potion maker'.

Children are supported and challenged well in their learning. They are willing to try new things, have a go and persevere. For example, children eagerly take on challenges, such as rolling worms out of dough, and they keep trying until they succeed. Children count well and recognise written numbers. They develop good small and large physical skills, communicate well, and manage their personal hygiene confidently.

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

- The experienced manager understands how children learn and knows how to prepare them for the next stage in their education. She plans a broad and challenging curriculum, designed to build on what children already know and can do. There is a strong focus on children's language development, physical development and emotional well-being. Children progress well in their learning.
- Overall, staff understand and implement the curriculum well. For example, they use imaginary play skilfully to encourage children's communication, friendships and social skills. However, staff do not always focus clearly enough on the intended learning of planned activities. As a result, children sometimes get a bit distracted and lose focus.
- Staff know the children well and assess their development accurately. They join in with children's play successfully to support, extend and guide their learning. For example, staff encourage children to count and compare lengths as they create with play dough. Babies enjoy sensory activities and develop their finger and hand strength as they explore dry cereal.
- The manager and staff quickly identify where children need additional support. They work hard to liaise with other professionals when needed to share strategies and expertise. Children with special educational needs and/or

disabilities are supported closely. Staff use well-tailored individual plans to help close gaps in children's learning.

- Staff are caring and positive role models. They offer children the affection and support they need and treat each child with respect. Staff follow babies' routines from home closely, which helps babies to eat, sleep and play safely and comfortably. Older children behave well and know the expectations of the nursery. They listen respectfully, treat others kindly and learn to share with support.
- The manager is well supported by her dedicated deputy. They have a positive vision for the nursery. They are keen to access training, research, and local authority support to help bring about improvements to children's experiences. Overall, staff are supported well in their professional development and benefit from regular supervision meetings and coaching. However, support for newer and less-experienced staff is not fully embedded to raise the quality of practice to the highest level.
- Staff support children's language development particularly well. They commentate clearly on the actions of babies and encourage thought-provoking conversation with older children. Children of all ages enjoy books, both independently and with staff. They use the new words they discover in stories. Children confidently use speech to express themselves and share their ideas.
- Partnership with parents is good overall. Parents are complimentary about the staff and how much their children enjoy attending. Staff give parents plenty of feedback about children's learning and experiences in the nursery. However, they do not consistently give all parents the support they need to build on children's learning further at home.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is taken seriously at the nursery. The manager and staff regularly update their safeguarding knowledge through training, discussion and wider research. Staff are regularly tested on their knowledge, and important information is visible throughout the setting. Staff confidently know the signs to look out for that indicate that children's welfare may be at risk from abuse, including neglect and extreme views. The manager and staff know who to contact should they have a concern and understand the importance of working together to monitor changes of behaviour. They provide a safe and secure environment for all children.

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

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

- focus more clearly on the intended learning of activities to help all children benefit fully

- strengthen and embed support for newer and less-experienced staff to help raise the good level of their practice further
- give parents more consistent support to help them build on children's learning further at home.

## Setting details

<b>Unique reference number</b>	2529205
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10208402
<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>	0 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Wilkinson, Rebecca Louise
<b>Registered person unique reference number</b>	RP540583
<b>Telephone number</b>	07791856109
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Step By Step Children's Nursery Polegate registered in 2019. It operates in Polegate, East Sussex. The nursery is open from 7.30am to 5.30pm each weekday, all year round. There are seven staff members who work with the children, six of whom hold relevant qualifications between level 3 and level 6. The nursery receives funding for the provision of early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Ben Parsons

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector was given a tour of the nursery by the manager and the deputy manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the children, staff and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff's teaching.
- The inspector looked at a sample of documents, including staff's suitability records and first-aid certificates.

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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