

Inspection of Stepping Out

Holy Innocents C Of E Church, The Vicarage 192a, Selhurst Road, London, Surrey
SE25 6XX

Inspection date: 2 November 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are, generally, happy to attend the pre-school. Some children find it difficult to re-settle following holiday breaks. They receive a warm welcome, comfort and reassurance from staff. Most children respond well to this close attention and settle down. Some children bring in favourite items and show staff their toys from home when they arrive. Staff acknowledge and discuss children's items with them. This helps children to feel more secure as they join activities.

The needs of some children are not well considered by staff, when they plan and implement activities. Although some children are not challenged enough, they engage well with most activities that staff provide. Children enjoy using the accessible resources and behave well, overall. For example, they experience the sensation of sand mousse on their hands. Children learn new words, such as stethoscope, while they role play pretending to be doctors. Staff encourage children to paint bright colours on black paper. They explore natural materials, such as pine cones, leaves and twigs. Children are free to make choices about what to do. For example, they select books to look at and explore the sounds of different musical instruments. This helps them to become independent learners. Children have opportunities to practise the skills that they need for future learning.

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

- Staff show that they understand how to sequence learning for children. For example, children use tongs to pick up pom-poms, handle tools as they scoop and scrape wet sand. This helps to strengthen the small-hand muscles that children need for later writing.
- Overall, children interact with others in positive ways. Staff intervene promptly when children find it difficult to share. They support children's emotional well-being effectively.
- Staff provide effective imaginary play opportunities for children. For example, they play alongside children in the pretend doctor's surgery. Staff name medical items and follow children's play ideas, such as opening their mouths for children to examine. Children build on their vocabulary and act out their experiences.
- Staff help children to develop their listening and attention skills. For example, they encourage children to respond during group story sessions, and use quiet and loud voices to hold children's attention. These important skills help children in readiness for school.
- Children understand the pre-school routines and are eager to do things for themselves. For example, they put their lunch bags away and wipe their faces after eating. Staff support children's care routines effectively and children begin to achieve independent self-care.
- Staff implement some effective approaches, such as using visual aids, to help

non-verbal or less-confident children make choices during whole group activities. However, some children do not benefit from consistent and targeted teaching to help close identified gaps in learning. Staff do not plan challenging activities for most-able children. For example, staff do not encourage children to extend their ideas as they paint. Sometimes, activities go unnoticed by children.

- Children use their bodies well. For instance, they enjoy using the indoor climbing frame. They climb up rope ladders and smile as they slide down. Staff do not encourage children to explore outdoor play opportunities. This does not support the learning needs of children who learn best outdoors.
- Staff help children to learn about some well-known religious festivals and celebrations. There are fewer opportunities for children who speak or hear another language at home to recognise, or share, the languages most familiar to them. Some children do not often see their own backgrounds, communities or cultures reflected in activities or resources.
- Staff use their observations of children to assess children's learning needs. The special education needs coordinator discusses any emerging concerns with parents at an early stage. However, information shared with parents about their child's development does not help them to understand how best to build on children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff update their safeguarding knowledge. They have a good understanding of the potential risks posed to children, including exposure to extreme views or concerns about the behaviour of a colleague. Staff know how to respond if they suspect a child is at risk of abuse or neglect. The manager works well with other agencies to help keep children and families safe. She shares relevant information with staff and knows how to access safeguarding support and advice. The manager alerts relevant parties to identified hazards on the premises, so that they can be managed and addressed promptly. Staff share information about safe and nutritious lunches, to reduce the risk of choking hazards for children.

What does the setting need to do to improve?

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

	Due date

improve support for staff teaching skills, so that they plan and implement a challenging curriculum for all children and help to close any gaps in learning, inside and outdoors	17/12/2021
provide opportunities for children to recognise, value and share their languages, cultures and backgrounds.	17/12/2021

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

- enhance the information shared with parents, to help them build on their child's learning at home.

Setting details

Unique reference number	2498480
Local authority	Croydon
Inspection number	10191344
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	40
Number of children on roll	19
Name of registered person	Emma's Preschoolers Ltd
Registered person unique reference number	2498479
Telephone number	07818 753 397
Date of previous inspection	Not applicable

Information about this early years setting

Stepping Out registered in 2018. It is situated in a church hall in Norwood. It is open during term time on Monday, Wednesday, Thursday and Friday from 9am to 3pm, and Tuesday from 10am to 3pm. Five staff work with children. Four staff, including the manager, hold qualifications at level 3 and one holds a qualification at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager showed the inspector around the pre-school and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between the staff and children and assessed the impact of these on children's learning.
- The manager met with the inspector. Discussions included arrangements for the recruitment and support of staff and safeguarding.
- The inspector reviewed documents. These included evidence of staff suitability, relevant policies, and evidence of staff professional development.
- The inspector spoke with staff, parents and children as part of the inspection.

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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