

# Inspection of Early Learning Steps Staplehurst

Margaret Howard Hall, Chapel Lane, Staplehurst, Tonbridge, Kent TN12 0AJ

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Inspection date: 3 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy, confident and settled at the pre-school. They eagerly join in with the challenging activities that staff plan for them. Staff have a high expectation of every child's ability to learn. Children demonstrate being independent and complete their own tasks. For example, they recognise their name and find their own belongings with confidence. Children show a vivid imagination. For instance, when they learn about castles, they create a picture of their own dream castle, which includes swans and magic. Children behave well and they are polite. They build meaningful friendships and enjoy each other's company.

Children learn about the importance of healthy lifestyles. For example, they choose if they wish to exercise and be active, or rest and enjoy calm activities in quiet dens. Children talk about the importance of washing their hands. They remind each other of the rules. For instance, children tell each other 'we need to wash away the bad germs'. All children develop good physical skills. For example, they learn about the different ways that they can move their bodies. They confidently balance and climb on obstacles, such as wooden planks and tyres.

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

- Staff establish a secure and trusting relationship with children. As a result, children develop a good sense of belonging and positive well-being. Staff know each child and their individual personalities well. This helps them to plan activities that they know will motivate children. Overall, children are engaged in their learning experiences. However, at times, staff do not recognise when children have lost interest during large-group activities. They do not organise group activities to their full potential to ensure all children can be easily and quickly included. Therefore, children become fidgety and lose some interest, which distracts other children enjoying the activity.
- All staff establish positive relationships with parents. They keep them well involved and informed in their children's learning and progress. For example, staff share information about the children's day and their achievements. They routinely share useful information to support parents, such as healthy eating ideas.
- The manager closely monitors the good quality of care and teaching that staff provide. She routinely observes staff teaching children and gives them helpful feedback to support their future performance. Staff attend regular training and are keen to build on their already good skills and knowledge. They have recently learned about different ways to teach children. Staff are positive role models.
- The manager and staff build and maintain good partnerships with staff at the other settings that children also attend. They communicate regularly and share children's next steps in their learning routinely. Staff provide children with a

good, consistent approach to their shared care and learning.

- All staff support children to develop good communication skills. They consistently reinforce the correct pronunciation of words. Staff ask children good thought-provoking questions and give them time to think and then respond. Children are confident to share their thoughts and ideas. Staff encourage children to extend their vocabulary. For instance, when they create pictures of hedgehogs, they learn the meaning behind new words, such as 'hibernation' and 'nocturnal'.
- Staff effectively support all children, including those with special educational needs and/or disabilities. Staff liaise closely with speech and language therapists to support children with a speech and language delay. They share ideas and strategies to help children to make good progress. This includes using simple signing.
- The manager and staff effectively support children who speak English as an additional language. For instance, they learn some key words in their home language, such as 'hello' in Kurdish. However, staff do not support children to develop a better understanding of the similarities and differences between people within their own and the wider community. For example, they currently only teach children about a small range of festivals and events celebrated around the world.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding and child protection. They know who to contact to seek advice and follow up any potential concerns. Staff complete regular training. This helps them to keep their knowledge up to date. All staff discuss safeguarding in individual and team meetings. Staff complete detailed risk assessments to help keep children safe. This includes practice to minimise the risk of COVID-19. Staff clean touch points, such as door handles, routinely throughout the day. Children learn how to keep themselves and each other safe. They regularly practise evacuating the building quickly and calmly in case of an emergency, such as a fire.

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

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

- provide guidance for staff to manage group activities more effectively to ensure that all children remain fully engaged in their learning opportunities
- support staff to teach children more confidently and extensively about the similarities and differences of other people and the wider community.

## Setting details

<b>Unique reference number</b>	2538830
<b>Local authority</b>	Kent
<b>Inspection number</b>	10208640
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Early Learning Steps Ltd
<b>Registered person unique reference number</b>	2538827
<b>Telephone number</b>	07852935145
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Early Learning Steps Staplehurst registered in 2019. It is located in Staplehurst in Kent. The setting is open Monday to Friday from 9am until 3pm during term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs four members of staff, two of whom hold relevant early years qualifications at level 3.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide to children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on a planned group activity outdoors.

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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