

Inspection of Step By Step Nursery

15 Chandler Street, London E1W 2QL

Inspection date: 25 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children of all ages settle quickly into the safe and welcoming environment. They confidently say goodbye to their parents at the door and the friendly staff warmly greet them. Children have strong attachments with their key person, which ensures that they are growing in confidence and self-esteem. For example, young babies confidently explore the environment, they enjoy cuddles and receive reassurance when needed. When babies are hungry or tired, staff respond promptly.

Partnership working with parents is well embedded within the nursery. Parents speak highly of the staff and particularly value how much they have helped with the good progress children are making. Staff make good use of opportunities to involve parents and carers, and the regular exchange of information keeps them up to date with what is happening at the nursery. This is really appreciated, as many parents and carers have not been inside the nursery for some time due to the COVID-19 pandemic.

Children confidently choose from a selection of good resources, indoors and outside. Staff know children's interests and plan learning experiences to meet their needs. For example, they provide toddlers with plenty of space and opportunities to strengthen their walking skills. Older children have ample opportunities to engage in conversations, share their views and ideas and build on their vocabulary and communication skills.

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

- The manager and her deputy are enthusiastic about providing high-quality care and education. They regularly reflect on practice and evaluate the nursery to ensure that the continuous improvements benefit children's learning. Leaders monitor staff practice well and have a clear understanding of their strengths and areas for improvement. All staff have opportunities for continual professional development to build on their current teaching skills and to support individual children, including through training.
- The manager and staff have high expectations of what children can achieve. They know the children well and can confidently talk about their capabilities. They plan a robust curriculum which provides children with a wide range of experiences and activities. However, at times, older children lack challenge and opportunities to develop their thinking skills further.
- Leaders recognise that some children have needed more support with their emotional well-being during the COVID-19 pandemic. They teach children to express and manage their feelings. For example, staff hold skilful conversations with children to help them understand how their behaviour impacts on others and how to share resources.

- Staff treat children and each other with respect and kindness. They use quiet voices when talking with children and ensure that they model good manners.
- Children have access to a range of good-quality resources. Babies are content and enjoy interactions with staff. They explore a range of media and materials available to them with curiosity. Toddlers learn to understand and follow the daily routines. They learn skills which will help with the transition to another room.
- Pre-school children learn important skills that prepare them well for school, including confidence. For example, staff encourage children to contribute during circle time and praise their knowledge when they answer questions.
- The manager uses funding effectively. For example, she has organised a sports session to build children's physical skills and confidence.
- Children with special educational needs and/or disabilities are well supported at this inclusive nursery. Staff get to know children well. Leaders and staff work closely with parents and other professionals. They complete assessments of children's learning and build on their strengths. Staff put appropriate support in place to help all children to fulfil their potential.
- Although staff focus well on developing young children's independence, this is not consistent in the pre-school room. For example, staff are quick to jump in and complete tasks for children which they are able to complete for themselves, such as pouring their own drinks and putting on their own coats.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and supervise children well. They demonstrate a good understanding of how to respond to concerns about the welfare of a child. Staff promote children's safety and well-being. Staff receive thorough training and support to ensure that they understand child protection procedures. Staff work closely together and report how valued they feel. The open communication between staff and all levels of management promotes information-sharing as staff feel listened to and respected. Recruitment procedures are robust. Staff receive high-quality professional development opportunities and attend regular supervision meetings, which helps to ensure that they remain highly effective in their roles.

What does the setting need to do to improve?

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

- increase opportunities for children to carry out tasks independently
- build on children's natural curiosity to learn and provide activities that challenge children's thinking skills, particularly in relation to older children.

Setting details

Unique reference number	EY371767
Local authority	Tower Hamlets
Inspection number	10216852
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	0 to 4
Total number of places	52
Number of children on roll	50
Name of registered person	Step By Step Nursery Limited
Registered person unique reference number	RP910352
Telephone number	02075532880
Date of previous inspection	8 June 2018

Information about this early years setting

Step By Step Nursery registered in 2008. It operates from Wapping Children's Centre in the London Borough of Tower Hamlets. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 23 members of staff. Of these, 21 hold relevant childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector, the manager and her deputy had a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector and the manager carried out a joint observation of an activity to assess the quality of teaching.
- The inspector observed the staff's interactions with the children and assessed the impact on children's learning.
- The inspector held a meeting with the nursery manager and her deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and some left an email with their feedback. The inspector took account of their views.

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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