

Inspection of Ready Steady Grow Pre-School

St Mary's Church, Worlds End Lane, Green Street Green, Kent BR6 6AG

Inspection date: 20 June 2022

Overall effectiveness	Good
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 happily arrive at this welcoming pre-school and quickly engage in learning. They choose what to do from a range of inviting and challenging activities. Children respond in positive ways to the support that they receive from caring and well-qualified staff. Children benefit from the two-way flow of information between their parents and staff. For example, children receive effective emotional support to manage changes in their lives, including moves to school.

Children develop their curiosity and become independent learners. They develop their language skills and become confident to speak in larger groups. For example, less-confident speakers interact well during daily welcome sessions. Children have good opportunities to build their early literacy skills, inside and outdoors. They write, make marks on paper and show an interest in books. Children practise their listening skills. For example, they explore how to make different sounds as they bang and shake instruments.

Children's learning and development is successfully supported. Children work collaboratively and show good social skills, for example, as they build with blocks and play games together. They are frequently introduced to new words and develop their physical skills well. Children's learning at home is further supported as part of the targeted information that is shared with parents. Children's moves to school are well planned.

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

- Leaders are ambitious for children and staff. They evaluate the impact of what they do. Leaders identify relevant training, for example, to help enhance staff's understanding of special educational needs. Staff are deployed well and support children effectively, overall, including those who may need extra help with their learning. The special educational needs coordinator is effective in her role. This helps children to progress well from their starting points.
- Leaders and staff use their close observations of children well. They identify how children learn best and plan sequenced learning experiences that build on what children already know. For example, children manipulate dough and use tools. This helps to develop the small-hand muscles they need for later writing.
- Staff identify and address emerging concerns about children promptly, with the close involvement of parents. Possible gaps in children's learning quickly close. Very occasionally, staff do not give children the support that they need to fully engage in all activities on offer. Despite this, children have frequent opportunities to practise the skills they need for successful learning.
- Children behave very well. They respond well to staff's high expectations and consistent approach. Staff use information gathered during home visits

effectively and implement flexible settling-in routines. Staff use successful methods to support children to understand what will happen next.

- Staff introduce children to new words and use descriptive language. Children show off their 'squidgy' sponge during water play. Staff encourage children to discuss and recall events. Less-confident speakers gain confidence to hold back and forth conversations with unfamiliar adults.
- Staff help children to develop their independence, including those who have recently started. Children serve themselves fruit, pour milk and develop their self-care skills. Children choose what to do and share resources with their friends. Children learn how to look after themselves in warm weather, for example, as they discuss the importance of sun cream.
- Leaders carefully consider how to use targeted funding to help children achieve their full potential. Additional resources have resulted in improved outcomes for children, who now use the outdoor area more frequently. Children use equipment that further develops their physical skills. They experience nature, for example, as they help to nurture and harvest plants.
- Staff help children to understand the differing needs of their friends. Children have some opportunities to use resources that reflect different cultures and communities. However, staff do not yet plan and implement activities that fully reflect the languages, backgrounds, traditions and cultures of children in their care.
- Parents appreciate the support that staff offer, including ideas to help learning at home when the nursery is closed. For example, children enjoyed keep fit, story and singing sessions. They shared their experiences of Bonfire Night and nature hunts. Parents value the flexible service, caring staff and accessible information.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They are alert to issues that have an impact on children's welfare, such as exposure to extreme views, unsafe technology or domestic abuse. Staff know the procedures to follow if they suspect a child is at risk of abuse or harm. Leaders and staff know how to respond if concerned about the behaviour of a colleague. Leaders work constructively with relevant agencies. They follow safer recruitment guidance and check the ongoing suitability of staff. This helps to keep children and families safe. Staff implement procedures effectively to maintain children's safety and health. They keep accurate records of children's attendance and personal care.

What does the setting need to do to improve?

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

- strengthen support for staff to further enhance their teaching skills, so that

children receive support to fully engage in a broad range of activities

- expand opportunities for children to recognise, value and share their languages, backgrounds, traditions and cultures.

Setting details

Unique reference number	2561546
Local authority	Bromley
Inspection number	10233483
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	38
Name of registered person	Sally Fiander & Karen Lockley Partnership
Registered person unique reference number	2561545
Telephone number	07876 480617
Date of previous inspection	Not applicable

Information about this early years setting

Ready Steady Grow Pre-School registered in 2019. It operates from a church hall in Orpington, Kent. The pre-school is open each weekday, from 9.15am to 1.15pm, during term time only. The provider receives funding for the early education of children aged two, three and four years. Four staff, including the manager, work directly with children. The manager holds qualified teacher status. Two staff hold qualifications at level 3 and one staff member holds a qualification at level 2.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The manager and inspector discussed the teaching and learning that took place during a children's activity.
- The inspector reviewed documents. These included evidence of the suitability of staff and evidence of staff professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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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