

Inspection of Stepping Out

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

Inspection date: 12 October 2022

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Since the previous inspection, there has been some progress to improve the quality of education and the learning experiences for children in the pre-school. Staff now gather key words in children's home languages to support their early communication. Children learn about a variety of events, such as Black History Month. They develop their independence during routines, such as pouring their own drinks. Some staff introduce new words to describe the fruits which children are eating, such as 'delicious', 'juicy' and 'sour'. However, some staff do not consistently use their interactions with children to teach them new skills or extend their learning. This means that there are still some inconsistencies in staff's practice, which impacts on the quality of education being offered.

Despite this, children are happy and enjoy the activities on offer. They particularly enjoy playing outdoors, especially in the large sandpit. Children use buckets and spades to build sandcastles, which they proudly top with twigs. They are interested in the marks which the moulds leave behind. Children confidently use the indoor climbing frame, stilts, balance blocks and bicycles, and develop confidence in their physical abilities. They enjoy playing in the well-equipped role play area with real food packaging alongside play resources. Children develop their imaginative skills and become familiar with real-life objects that help them to learn about their local community. The manager has clear intentions for what she wants children to learn so that they are ready for school. She is aware of where there are areas for continuing improvement and is supporting staff in their development by providing training and coaching.

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

- Story times are interactive and enjoyable. Children listen attentively and enjoy using puppets to act out the story. They enthusiastically join in with familiar stories and talk about what they think will happen next. Staff teach children how to handle books with care and promote their interest in reading.
- Older children have a wide vocabulary and speak with confidence to each other and adults, including visitors, during their play. Children with English as an additional language are gaining confidence in using new words. They use gestures and pointing to help them get their needs met. However, support for children's communication and language is not consistent across the staff team. Some staff do not use their interactions with younger children to engage them in conversations that build their vocabulary and extend their learning.
- Each child is allocated a key person, who knows their personal needs well, such as their stage of toilet training and dietary preferences. Staff gather information from parents when children join the pre-school, including key words in their home language. Staff talk about children's interests and what they have recently

achieved. However, some staff are not able to explain what they want children to learn through activities. This means that activities do not consistently extend children's learning and abilities.

- Children play well together and generally behave well. Children learn to take turns and share resources. For example, children take turns to scoop ingredients and stir them together to make play dough. Staff provide support to children with additional needs to help them to manage their behaviour and take part in group activities.
- Partnership with parents is good. Parents feel that they are well supported by the manager and are happy with the care which their children receive. They feel well informed about how their child is progressing and get advice on where they can receive extra support when they need it. For example, some parents have accessed a local group to get support for their children's speech and language development.
- Staff promote healthy eating by providing children with fresh fruit and vegetables for snacks, and offering them milk to drink. Children learn to make healthy choices as they serve themselves from the snack bar and help themselves to water throughout the day.
- The deputy manager is new in post. She has good knowledge of the procedures to follow where there are safeguarding concerns. However, she is not yet confident of her management responsibilities in the manager's absence and would benefit from further training and support in this area.
- The manager spends much time alongside the staff and interacting with children. She acts as a good role model to staff and provides coaching to help them develop their teaching skills. However, this learning is not yet fully embedded and some staff still need further support to develop their teaching skills so that children's learning is fully supported.

Safeguarding

The arrangements for safeguarding are effective.

There are strong recruitment procedures in place to ensure that only suitable staff are employed. Most staff are registered on the Disclosure and Barring Service update system, so that regular checks can be made on their suitability. Staff receive safeguarding training and have a good knowledge of the potential risks to children's welfare. They know what to do if they are concerned about a child experiencing abuse or neglect, or if an allegation is made about a colleague. All staff hold valid paediatric first-aid certificates. They are aware of children's individual medical needs and know how to respond in an emergency. This ensures that children are kept safe.

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 to develop their teaching skills so they are able to plan and carry out activities that extend children's learning.	16/12/2022

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

- strengthen opportunities for children to engage in conversations that support their communication and language development
- provide training for the new deputy manager so that she fully understands her responsibilities, particularly in the manager's absence.

Setting details

Unique reference number	2498480
Local authority	Croydon
Inspection number	10214584
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 4
Total number of places	40
Number of children on roll	13
Name of registered person	Emma's Preschoolers Ltd
Registered person unique reference number	2498479
Telephone number	07818 753 397
Date of previous inspection	2 November 2021

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, from 9am to 3pm, Monday to Friday. Six staff work with the children. Five of them, including the manager, hold qualifications at level 3 and one is undertaking an apprenticeship. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed the aims of the curriculum.
- The inspector spoke to parents and considered their views.
- Children spoke to the inspector about what they enjoy doing at the pre-school.
- The inspector and the manager completed a joint observation of an activity and shared their views of the activity.
- The inspector spoke to the deputy manager about their knowledge and understanding of their role.

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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