

Inspection of 5 Steps Community Nursery

15 Lambourne Grove, Rotherhithe, LONDON SE16 2RR

Inspection date: 7 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by the managers and practitioners on their arrival. Settling-in procedures are effective and new children develop secure attachments with their key person. This helps children's emotional development. Children are happy and have close bonds with practitioners. They demonstrate that they feel safe and secure. Practitioners work closely with parents to identify children's starting points and gather information about children's interests and what they can already do. They use this information well, overall, to plan an effective curriculum.

Overall, children behave well and show respect to each other and their environment. They say 'please' and 'thank you' and help at tidy-up time. Practitioners are positive role models. They speak to each other with respect, and they ask children before they wipe their noses and change nappies.

Children are energetic and keen to learn. Even the youngest children show confidence as they explore their environment and interact with their peers. Toddlers communicate well with practitioners, using their words to express their needs. Children develop their small muscles as they explore play dough or practise their mark-making skills. Pre-school children listen intently as practitioners read stories. They are given time to ask questions to extend their learning and comment on the story, to demonstrate the knowledge they have gained. Children make good progress from their starting points.

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

- The managers have worked hard since the last inspection to make significant changes to the setting. The training and professional development opportunities that practitioners have received has made a positive impact on delivering an effective curriculum.
- Key persons know their key children well. They plan the curriculum based on children's interests and individual learning needs. The wide range of activities practitioners provide supports children to meet their next steps in development.
- Children have a range of opportunities to develop independence skills, but this is not offered consistently. For example, older children pour their drinks at snack time, but they are given water bottles or beakers at lunch time. Children are not given knives at lunch, so they do not learn how to use a knife to cut food or push food onto their fork. This impacts on their ability to develop strong self-help skills, ready for their future move to school.
- Practitioners build on children's language development. For instance, when learning about the Antarctic, children explore ice and arctic play animals. Practitioners explain that 'the ice is melting because of the temperature', and talk about the different animals. Books and pictures are also used to encourage

children to talk together and use their new vocabulary. This helps children to become effective communicators.

- Children are provided with a range of opportunities to build on their experiences. For example, the managers invite visitors in, such as a football coach, to help children develop new skills. Children also visit the local park and farm and the managers arrange an annual trip for the children and their families.
- Children learn about the different cultures and languages represented in the nursery. Practitioners share dolls, materials and songs from their own culture. Practitioners help children to learn about different cultural festivals. Resources such as books and posters reflect the children in the nursery.
- Children have lots of opportunities to develop their physical skills. They have regular access to the outdoor space and use this to run, climb, kick balls and use ride-along toys. They manage their coordination as they climb up and down the climbing equipment and navigate around obstacles as they run.
- Most children behave well and develop good friendships. Practitioners support children to resolve minor conflicts with methods, such as encouraging children to take deep breaths when they are overwhelmed, gathering the views of the children involved and acknowledging their feelings. However, practitioners do not use these methods consistently. This hinders children from learning how to manage their emotions and behaviour effectively.
- Parents speak highly of the nursery and the support they receive from the practitioners and managers. They describe it as a welcoming and friendly nursery, and they comment on how well their children settled and the care given by the children's key person.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to safeguard children. They are confident to follow safeguarding procedures should they have concerns about a child in their care; this includes whistle-blowing against any inappropriate actions or behaviour of a colleague. The management team implements robust recruitment procedures to ensure all staff are suitable to work with children. All staff follow an induction process and receive mandatory training, such as safeguarding and paediatric first aid.

What does the setting need to do to improve?

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

- improve consistency in how children are supported to develop independence and self-help skills, particularly during mealtimes
- support children to resolve conflict situations and acknowledge their own and other people's feelings, to help them learn to manage their own behaviour and

emotions.

Setting details

Unique reference number	EY340504
Local authority	Lewisham
Inspection number	10230044
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	16
Name of registered person	5 Steps Community Nursery Committee
Registered person unique reference number	RP906627
Telephone number	0207 237 2376
Date of previous inspection	7 February 2022

Information about this early years setting

5 Steps Community Nursery registered in 2007 and is located in Rotherhithe, London. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. Seven members of staff are employed to work with the children, all of whom hold appropriate childcare qualifications. Three members of staff hold childcare qualifications at level 4, two staff at level 3, one staff at level 2 and one staff is unqualified.

Information about this inspection

Inspector
Katie Smith

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection. Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023