

# Stepping Together Pre-School

Inspection report for early years provision

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**Unique reference number** EY317221  
**Inspection date** 11/05/2012  
**Inspector** Caroline Preston

**Setting address** St. Lukes Church, Baxter Road, Ilford, Essex, IG1 2HN

**Telephone number** 020 8553 0061

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Stepping Together Pre-School is run by the Pre-School Learning Alliance, in association with a committee of parents. The pre-school is situated in Ilford, in the London borough of Redbridge, close to shops, parks, schools and public transport links. It opened in 2005 and operates from one playroom, which is an extension to St. Luke's church hall. All children share access to a secure enclosed outdoor play area. The pre-school serves the local community and is open each weekday from 9am to 12pm and 12.30pm to 3.30pm term time only.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 70 children on roll aged from 2 years to under five years, some in part-time places.

There are five members of staff, all of whom hold early years qualifications to at least level 3. The pre-school supports a number of children with special educational needs and those who speak English as an additional language. The nursery provides funded early years education for three-and-four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children learn from a good range of play experiences and enjoy coming to the pre-school. However, they have less opportunities to play in small groups. Children are well safeguarded and the environment is safe and secure. Outstanding equality and diversity and partnerships with parents support children's education and care. Good continuous improvement and self-evaluation develops childcare practice at the pre-school.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan activities that require collaboration.

## The effectiveness of leadership and management of the early years provision

Staff have a high level of commitment to safeguarding children. They understand the pre-school policies and procedures and know how to identify possible concerns. Detailed risk assessments mean that the environment is safe and secure

and possible dangers removed. All relevant documentation is in place and available to run the pre-school effectively and share with parents and appropriate outside agencies.

Resources are good and help children achieve successfully in their learning. The pre-school room is vibrant and full of displays of children's work. Children move between inside and outside where resources are also good and stimulating for children. All toys are stored at low-level and are age and stage appropriate. Partnerships are well-established and help children to achieve. Good levels of communication with outside agencies and other providers of the early year's foundation stage support children's well-being.

The manager's high expectations of staff's childcare practice means that staff attend regular training sessions. All staff are rigorously monitored so that they are supported in continually progressing in their childcare knowledge. This means that the pre-school embeds ambition and drives improvement which benefits the children effectively. Good self-evaluation involves staff and parents to build on the pre-school's strengths and identify any weaknesses. Staff continue to review practice, resources and children's needs to improve children's care and education. Staff's outstanding knowledge of each child's background means that their individual needs are met very effectively. Staff reflect many of the children's cultural backgrounds so are able to speak to children with English as an additional language, in their home language. All labels on resources and posters are dual-language to help children learn both English and home languages. Story telling tapes are in many languages; highly reflective resources promote children's home lives. Staff develop ground-breaking partnerships with families who are new to the local area, and learn about their cultures and beliefs to make them feel welcome. Children taste many foods such as bread from different countries. Children with additional needs are very well supported to achieve to their own level.

The pre-school has outstanding relationships with parents, which support children in feeling safe and secure. Parents are highly involved with the pre-school's decision making and their child's learning. Innovative training sessions are available to parents which show them how children learn. Parents write comments and hang on the parents' tree, they receive regular newsletters and are welcome to 'stay and play'.

## **The quality and standards of the early years provision and outcomes for children**

Children are secure and safe at the pre-school and they learn about safety through play. They understand the pre-school's behaviour rules and play respectfully with each other. They know about the dangers of crossing the road through discussions with staff and road safety topics. Good quality interaction with staff shows children have developed effective relationships with them.

Children show good understanding of hygiene routines and know to wash their hands before eating. They learn about effective healthy eating topics through the 'Hungry caterpillar story topic'. They are offered healthy snacks and talk about these with staff during the 'rolling snack buffet'. Children play outside with large climbing apparatus and wheeled toys to promote their physical development. Children show a strong sense of belonging to the pre-school and behave well, they

share and take turns with resources. They show a good awareness of helping by tidying away resources after play. Children show good awareness of information and technology skills, as they use many programmable toys skilfully.

High quality planning and staff's good knowledge of how children learn helps them to develop effectively. Observations and assessments show children's good progress and learning from their starting points.

Children are interested and challenged as they make their own choices between play inside or outside. They sit quietly and paint with staff, however, they do not always play and collaborate with each other, without staff to build social and emotional skills.

Children attempt writing for different purposes, they play with 'office equipment' use staplers and small files and pencils. Children listen to stories intently and understand that print carries meaning.

Children learn to count as they learn about the '5 speckled frogs' story and nursery rhyme. They learn about number as there are many posters showing numbers in the pre-school. They count the fruit they have and use number cards and toys.

Children enjoy physical play in the garden; they climb, jump, run and move with confidence. Children are creative as they paint the 'hungry caterpillar'. They play with corn flour and sand and water. Children construct and build with small and large building bricks.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met