

Stepping Together Pre-School

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

Inspection date	09/06/2014
Previous inspection date	11/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge of how children learn. They use this knowledge well to adapt activities for all children so that they are engaged in their learning.
- The key person system is effective. Staff know children well and this means that they plan effectively to meet individual children's needs.
- Staff provide a wide selection of activities in the outside area and children can choose to play in this area for most of their time at the pre-school.
- Staff plan effectively to develop children's emerging literacy skills. As a result, children are enthusiastic about their learning.

It is not yet outstanding because

- Some group sessions are too large and therefore some children become distracted.
- Staff do not always sit with children at snack time to further promote their awareness of healthy choices.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with children, parents, staff and managers.
- The inspector observed children and staff as they took part in planned and spontaneous activities, and daily routines.
- The inspector sampled documentation including risk assessments, staff files and children's development records.

Inspector

Lesley Hodges

Full report

Information about the setting

Stepping Together Pre-School registered in 2005. It 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 operates from one playroom, which is an extension to St. Luke's church hall. There is a secure enclosed outdoor play area. The pre-school 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. There are currently 53 children on roll aged from 2 years to under five years. There are six 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/or disabilities, and those who speak English as an additional language. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

What the setting needs to do to improve further

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

- review the size and position of some group story sessions so that distractions are minimised and all children can fully engage in the sessions
- support children further at snack time so that they can fully learn about healthy food and drink choices.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge of the seven areas of learning and how young children learn. Recent changes to planning mean that staff ensure all activities are adapted to meet the needs of the ages of children who attend. These changes are due to the increased number of two-year-old children attending, but do not compromise the learning needs of older children. This demonstrates that staff and managers are continuously reviewing and improving their practice. Staff successfully promote children's emerging literacy skills in a range of ways. Children learn to recognise their names as they find their own name cards when they arrive. Older children use these name cards for guidance when independently writing their names on their pictures and paintings. They enjoy sounding out the letters to enthusiastic staff who praise their achievements. Children are excited as they choose pencils to routinely write their names on paintings and explain how staff have taught them about the letters. Staff gently sound out letters during play so that all children are learning

about different letter sounds. These activities support older children as they prepare for the next stage of their learning at school.

Staff know children well. They make accurate observations of children's progress and plan effectively for the next steps in their learning. For example, staff provide opportunities for children to practise cutting skills in a range of ways. They provide paper and collage items, and introduce scissors into activities with dough, which is easier to cut. Parents contribute to planning sheets and staff use information about what children have been doing at home to plan role play activities. For example, the role-play area is sometimes set up as a dentist to promote children's healthy practices. Children enjoy measuring their feet in the role-play shoe shop and develop an awareness of numbers as they decide what size shoes they need and how much the shoes cost. Staff provide clear notices to let children know how many can take part in routines and activities. These fun activities and access to written numbers mean that children are learning to use numbers in play and every day routines.

Story times take place in different areas of the pre-school and children can choose whether to take part or play elsewhere. This means that group sizes can sometimes be quite large and some children become distracted by the available resources in the area. This hampers their benefit of group story times. Staff support children who are learning English as an additional language well. A number of staff speak different languages and this means they can support children when they are new to the pre-school to help them settle. All children learn about different languages as staff display key words around the room. There are good systems in place to support children with special educational needs and/or disabilities. Staff use guidance from outside agency professionals to provide activities which meet children's needs. Close partnership working with parents means that children good support in their learning and development.

The contribution of the early years provision to the well-being of children

Children arrive with enthusiasm and happily choose an activity to play with from the good variety available. Children who need additional support sit with staff as they settle in and feel confident enough to explore the environment. Staff demonstrate an inclusive approach and this means that children feel valued. They clearly enjoy their time at the pre-school. Parents feel fully informed about their children's progress and well-being as staff chat to them daily. More formal arrangements are made to discuss children's termly progress. Parents receive an invitation to discuss the progress reports for two-year-old children. This enables them to work with staff to identify areas where children may need extra support.

Children can choose to play in the large room or outside in the fully enclosed play area. Staff ensure that children can move freely between the indoor and outdoor environments. This enables all children to choose the area where they learn best. Staff provide a good variety of outdoor play and learning opportunities in addition to activities to develop physical skills. Children enjoy learning about the natural environment as they take turns to water the plants. In small groups, children explore the sounds of different musical

instruments and sing favourite songs together. Staff use actions to encourage younger children to join in as they learn these popular songs. The layout of the pre-school means that children can spend the majority of session times outside. They can help themselves to drinking water to support their healthy choices as they play. Staff provide a variety of nutritious snacks for children. Low level storage shelves allow children to choose their cutlery and bowls, and children learn to be independent as they pour their own drinks. Snack times are relaxed and children are confident to go to the snack table when they are ready. Although staff supervise snack times, they do not sit with the children to further support their awareness of healthy eating practices.

Children are learning to keep themselves safe as staff successfully teach them about personal safety. When they are making dough, they explain that they are not allowed to touch the oven as it is hot. Staff practice evacuation procedures with children so that they know how to keep themselves safe in an emergency. Staff successfully support children's positive behaviour and children contribute their ideas for 'Golden Rules' and chat about what behaviour is acceptable. This means that children are beginning to consider their own actions and, as a result, children's behaviour is good.

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

This inspection was brought forward following a notification to Ofsted by the provider of an incident at the pre-school. At the end of a session, a child was able to run past a member of staff, who was supervising the lobby area, to their parent who was outside on the path. The management team of the pre-school fully investigated the incident and, as a result, reviewed procedures for monitoring the lobby and door area. The new procedures require this member of staff to hold the door handle at all times when children are leaving the premises. In addition, a further member of staff is required to supervise the internal safety gate, which adds additional security to these procedures. The managers completed a detailed risk assessment covering how staff must manage the different situations during this part of the routine. The manager of the pre-school notified Ofsted about the incident within the timescales specified in the safeguarding and welfare requirements. The notification means that the provider met their legal responsibility as set out in the Early Years Foundation Stage. Ofsted is satisfied with the action the provider has taken to review and improve practices to secure children's safety and well-being at all times.

Staff have a good understanding of the procedures to follow if they have safeguarding concerns about a child in their care. Staff complete daily risk assessments and minimise risks to children in the playroom and the outside area. The managers ensure staff suitability by obtaining Disclosure and Barring Service checks for all staff. They also request and obtain written references from previous employers. Induction procedures are thorough. The manager makes detailed notes of how new staff are informed about safeguarding and safety procedures. These measures mean that only those adults who are suitable to work with children do so.

The management team uses a range of methods to review the provision. They are taking

part in an internal quality review, which considers how they reflect on practice and work with parents to further improve outcomes for children. Staff carry out observations of each other as they work with children to highlight areas for development. The ensure areas of the pre-school are attractively set up for all sessions. This means that all children can enjoy stimulating activities. The manager carries out appraisal and supervision meetings with staff to highlight staff training needs to enhance the children's learning and development. For example, staff have recently attended training to support children's communication development.

Partnerships with parents are strong. Parents contribute ideas for planning, including the celebration of various festivals. Parents attend forums with staff and outside professionals so that they can discuss different areas of pre-school practice. Staff give them information on the activities they provide for children so they are fully informed about their children's time at the pre-school. Staff work particularly closely with parents of children with special educational needs and/or disabilities so that parents and staff can support children as a team. Staff successfully follow guidance from outside professionals to provide activities which children carry out in the pre-school and with parents. This provides continuity of care for children as staff carefully monitor their progress. Staff use tracking systems to identify individuals and groups of children who need support or additional opportunities to take part in the range of activities offered. Staff use this information to ensure that children are observed and monitored in all areas of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY317221
Local authority	Redbridge
Inspection number	966999
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	53
Name of provider	Pre-School Learning Alliance
Date of previous inspection	11/05/2012
Telephone number	020 8553 0061

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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