

Inspection of Ready Steady Grow Pre-School

St. Marys Church, Worlds End Lane, Orpington BR6 6AG

Inspection date: 4 February 2025

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

Staff support individual children's emotional needs well in this inclusive setting. Children develop a sense of belonging and feel valued. Staff promote children's good behaviour and positive interactions with their peers. For example, during a physical activity children clap, cheer and encourage each other. They follow staff instructions well to learn to keep safe during play. Children form friendships. They invite their friends to play with them, hold hands with them and happily set out together to choose an activity for their play.

Staff plan a range of activities to promote children's understanding of shapes, numbers and counting. For example, younger children learn to count up to five objects. They learn to use their fingers to count. They know to identify shapes such as 'circle' and 'square'. Older children learn to count the dots on a dice. Staff teach them how to use the weighing scales. They use this opportunity to introduce children to mathematical language such as heavy and light.

Leaders, managers and the staff team have a good understanding of individual children's needs, their backgrounds and what they know and can do. They use this knowledge well to plan an ambitious curriculum that meets the needs of individual children. Children with special educational needs (SEND) make good progress from their starting points. Leaders use funding effectively to enhance opportunities for children to catch up with their peers.

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

- Staff carry out regular assessments of children's progress and share information effectively with parents and professionals to plan support for individual children. They work in partnerships with schools, for instance, they invite teachers to observe the children at the setting prior to children's transfer to school.
- Staff promote children's curiosity to explore books. They use props to capture children's interest and support their understanding. Children who need support with their speech and language are encouraged to repeat words. Younger children learn to turn book pages and show interest in illustrations.
- Staff promote children's understanding of sequence and routines. For example, they provide clear instructions to children on how to begin and complete an 'obstacle course'. They promote children's choices for example, children are encouraged to choose to go 'over' the bridge or 'under' the bridge.
- Children build on their hand to eye coordination for example as they learn to throw a bean bag into the hoop. Staff challenge their learning by placing three hoops in a row. Children progress from throwing the bean bag into the nearest hoop to the farthest hoop. Children have fun as they exercise.
- Staff teach children to share and take turns during play. For example, children

form a queue and wait for their turn to use the slide outdoors. Staff effectively support children's understanding of transition between activities. For example, they show children a timer and explain to them when it is time to tidy up and move on to the next activity. Children cooperate well with routines.

- Children build on their creativity as they join in music and movement sessions with the staff. They copy actions, for example they wave ribbons in the air as they sing and move their bodies to the music.
- Staff provide opportunities for children to learn about people's similarities and differences. They use pictures of children and their families to encourage them to talk about people they are familiar with. They take children on outings, such as to the farm, to help children learn about animals. However, children do not have as many opportunities to explore natural materials during their play to support them to extend further on their understanding of the world.
- The staff team works in partnerships with parents to promote children's understanding of a healthy lifestyle. They use opportunities such as children's role play to have discussions with them about healthy eating.
- Staff plan a range of small group activities to engage children in focused play and learning. However, during some activities, children who are hesitant are not provided the best possible support to encourage their participation.
- Parents provide positive views about the staff team and the support for their children. The curriculum is planned well taking account to children's backgrounds and their needs. Parents of children who speak English as an additional language state that their children make good progress in their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and strengthen the planning of group activities to enhance support for children who are hesitant to participate
- strengthen opportunities for children to access and explore natural materials and to extend further on their understanding of the world.

Setting details

Unique reference number	2697608
Local authority	Bromley
Inspection number	10368547
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	43
Name of registered person	Lockley, Karen
Registered person unique reference number	2697609
Telephone number	07876480617
Date of previous inspection	Not applicable

Information about this early years setting

Ready Steady Grow Pre-school is in Orpington, Kent. The pre-school is open term time only from 9am to 4pm Mondays to Thursdays and from 9am to 12.15pm on Fridays. Eight members of staff work at the setting. Five staff hold childcare qualifications at Level 3 and two staff at Level 2. The Pre-school offers the government funded places for childcare. The setting receives funding for disadvantaged children.

Information about this inspection

Inspector
Geetha Ramesh

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector took account of the views of parents and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the registered individual about the leadership and management of the setting.

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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