

Stepping Stones Nursery School

129 Woodfield Road, Thames Ditton, Surrey, KT7 0DR



Inspection date

13 April 2016

Previous inspection date

28 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Partnerships with parents are strong. Staff use effective ways to involve parents in all aspects of their children's learning and they work very well together to support children's learning at home and in the setting.
- The manager and staff monitor children's progress effectively and any gaps in development are identified quickly. They ensure that all children, including those requiring additional help, receive very good support. All children make good progress from their individual starting points.
- A successful key-person system is in place and staff know children very well.
- Staff support children's creative learning skilfully. For example, they teach children how to use the well-resourced and exciting role play experiences, such as a realistic supermarket and pizza restaurant.
- Children respond well to the rules and boundaries in place and behave very well. Staff are positive role models.

It is not yet outstanding because:

- Some adult-led activities are not based on children's interests and do not provide opportunities for children to make decisions or develop their critical thinking.
- Sometimes adults do things for children that they can do for themselves.

What the setting needs to do to improve further

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

- strengthen planning of adult-led activities to provide opportunities based on children's interests that encourage decision-making and challenge their critical thinking
- make full use of all opportunities for children to do things for themselves, to ensure they make the best possible progress.

Inspection activities

- The inspector observed teaching and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector looked at children's assessment records and a range of other documentation, including evidence of suitability, and policies and procedures.
- The inspector completed joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The provider/manager provides strong leadership. She evaluates her provision and sets targets for improvement. She supports her staff well through effective supervisions and training, to help improve learning outcomes for children. The manager and staff work closely with other professionals and local schools, so they can work together to support children's individual needs and promote continuity of care and development. Safeguarding is effective. All staff have a high regard for safeguarding children. They are well trained in safeguarding and understand how to protect children from harm.

Quality of teaching, learning and assessment is good

Staff make good use of the outdoor play environment to support children's knowledge and understanding of the world. For example, staff use questions skilfully to help children explore insect camouflage, and they provide opportunities for children to test out their ideas. Staff develop children's early mathematical skills effectively. For example, they teach children a range of strategies to solve calculations. Staff have created a literacy-rich environment and children have lots of opportunities to practise their writing skills. Staff place a strong focus on supporting children's language and communication skills and use a range of strategies successfully, such as sign language.

Personal development, behaviour and welfare are good

All children are well cared for by kind and caring staff. Children are happy and secure. Staff provide a warm, safe environment for the children and support their emotional well-being. They settle them in well and form strong bonds with all children. Staff celebrate and value the religious and cultural backgrounds of all children attending. For example, families are involved in setting up Chinese New Year role play, and parents are invited to share stories in their home languages. Children understand the daily routines and gain good social skills; for example, they help each other to tidy up at the end of the session. Children develop a good understanding of healthy lifestyles and have lots of opportunities to be physically active.

Outcomes for children are good

All children, including those who are learning English as an additional language and those who have special educational needs, make good progress from their starting points. Children are curious, confident learners and sustain their concentration well. They develop the key skills they need for the future; for example, they use their mathematical knowledge confidently, learn to listen to others and develop good conversation skills. Older children are well prepared for their move on to school.

Setting details

Unique reference number	955834
Local authority	Surrey
Inspection number	826274
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	62
Number of children on roll	139
Name of provider	Alison Jane Sellers
Date of previous inspection	28 September 2010
Telephone number	020 8398 1955

Stepping Stones Nursery School registered in 1990. It is situated in Thames Ditton, Surrey. It is open from 8.30am to 3.45pm Monday to Thursday, and from 8.30am to 1pm on Friday, all year. The provider employs 17 members of staff, 15 of whom hold appropriate early years qualifications. Two members of staff hold Qualified Teacher Status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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