

# Stepping Stones Nursery School

129 Woodfield Road, Thames Ditton, Surrey KT7 0DR



<b>Inspection date</b>	20 May 2019
Previous inspection date	13 April 2016

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

## Summary of key findings for parents

### This provision is outstanding

- The experienced management team is wholly committed to providing the highest quality care and learning to children. The meticulous self-evaluation process demonstrates incredible attention to detail to ensure that all children are supported to achieve the best possible outcomes.
- The quality of teaching across the nursery is outstanding. Staff are passionate about ensuring that children reach their highest potential. They plan a wealth of stimulating activities that inspire children to become curious and independent learners.
- Children are supported to develop an excellent knowledge of nature and the world around them. For instance, after lunch, children independently separate the recyclable items from their lunch bags into boxes to protect the environment.
- Teaching expertly encourages children to become inquisitive learners. For instance, children are mesmerised as they work in teams to create 'spider webs' using marbles dipped in paint. They demonstrate excellent levels of cooperation and teamwork as they make slow movements to move the marbles across large trays in time with music to draw their own 'webs'.
- Children make excellent progress from their starting points, including those with special educational needs and/or disabilities. The managers have developed impressive partnerships with a wealth of professionals to ensure that they meet the individual needs of children extremely well.
- Parent partnerships are excellent. Parents speak extremely highly of the exceptional care given to their children and the extensive communication they receive. They are delighted with the wholly inclusive environment provided to their children and the staff's nurturing and caring attitudes.

## **What the setting needs to do to improve further**

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

- continue to enhance the highly effective programme of professional development to maintain the exceptional levels of practice.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact that this has on children's learning, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the managers to look at a range of documentation, including policies, staff's records, self-evaluation, recruitment and training and safeguarding procedures.

**Inspector**  
Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is outstanding

The managers are extremely strong role models. Robust arrangements for recruitment, induction and ongoing training ensure that all staff have an excellent knowledge of their roles and responsibilities. Managers have developed rigorous systems for staff supervision and peer observations to ensure that all staff are supported to be highly reflective of their teaching practice and interactions. Staff are passionate about ensuring that children's individual needs are at the centre of their planning and teaching. Nevertheless, the managers have identified the potential to enhance the opportunities for staff to develop their professional knowledge and training even further. Safeguarding is effective. Managers and staff have an excellent knowledge of safeguarding procedures and understand their responsibilities to report any concerns about a child's well-being.

### Quality of teaching, learning and assessment is outstanding

Staff have an impressive understanding of children's development and use their diligent observations to plan precise next steps for their learning. Extremely well planned and resourced activities ignite children's imaginations. For example, younger children delight in exploring and building animal habitats from natural materials as they explore their small-world play. They enthusiastically explain to visitors where the animals live and place them in size order as they talk about the animal families. Staff embed independence skills in all aspects of children's play and learning. Children demonstrate superb skills of control, hand-to-eye coordination and perseverance as they use rulers to measure lengths of wood, before cutting them using saws and sanding off the splinters. Staff consistently introduce new vocabulary to develop children's understanding and extend their knowledge. For example, children learn to identify 'knots' in wood and the difference between rulers and tape measures.

### Personal development, behaviour and welfare are outstanding

Well-considered settling-in arrangements ensure that children quickly build extremely strong attachments to their key persons. Children's behaviour is exceptional and they demonstrate high levels of confidence and self-esteem. They are confident to share their ideas and express their thoughts. Staff ensure that they listen carefully to children's opinions and are excellent role models, embedding respect and kindness in all interactions. Children are extremely kind and considerate. For instance, as they examine garden snails and learn about the different parts of their bodies, they talk about the snails' feelings. They consider whether the snails 'want to be their friends' before carefully adding them to a habitat that they have built.

### Outcomes for children are outstanding

All children develop the skills and knowledge to prepare them for the move to school. Children demonstrate extremely strong literacy skills. For instance, they understand that print carries meaning and trace words with their fingers while narrating books. They confidently recall stories from memory and examine the pictures as they talk about what the characters will do next. Children demonstrate exceptional levels of concentration and follow instructions extremely carefully. They recognise letters of the alphabet, use tools such as scissors with confidence and use mathematical language in their play.

## Setting details

<b>Unique reference number</b>	955834
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073001
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Sellers, Alison Jane
<b>Registered person unique reference number</b>	RP513969
<b>Date of previous inspection</b>	13 April 2016
<b>Telephone number</b>	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 on Monday to Thursday, and from 8.30am to 1pm on Friday, all year. The provider employs 13 members of staff, 10 of whom hold appropriate early years qualifications. Three members of staff hold qualified teacher status. The nursery receives funding to provide free early education for children age two, three and four years.

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