

# Inspection of New Stepping Stones Playgroup

1st Sea Scout Hall, Alder Road, Mortlake, London SW14 8ER

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Inspection date: 20 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff work well together as an enthusiastic and well-established team. Children self-register when they arrive at the nursery and settle quickly. Children develop a strong sense of belonging and self-worth. Children are happy in their play and behave well as they explore the warm and welcoming nursery with confidence. The rooms and outdoor area are thoughtfully planned to stimulate children's curiosity and challenge their learning. Children are keen to explore and investigate. They shine torches around the room and look in awe at how the light dances, and enjoy creative activities, such as making colourful pictures and collages.

Children show that they feel safe and secure as they seek out their friends and quickly become engaged in a range of activities and experiences provided for them. For example, children enjoy imaginary play as they hand out tickets and go on a train journey with their friends.

Staff have high expectations of children's learning. They have a good knowledge of children's abilities and how to support them. Staff work with parents and other professionals to identify targets to support children's individual needs. Parents are extremely happy with the service provided and the care their child receives.

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

- The manager and staff are passionate and ambitious to provide good-quality education and inclusive care for all children. The special educational needs coordinator has good systems in place to support children with English as an additional language and children with special education needs and/or disabilities (SEND). She has made good links with other professionals to offer a collaborative approach and, as a result, children with SEND make good progress from their starting points. The setting has been awarded Inclusion Hub status (only 1 of 9 awarded in the boroughs of Kingston and Richmond) to support children with special needs.
- Overall, teaching is good. Children have fun working in small groups, developing their concentration and listening skills. Staff help children to acquire the skills they need for their future learning, including making a successful transition to school life.
- Behaviour is good. Children sit and listen well at circle times. Mixed-age groups promote good behaviour. The youngest children learn from the oldest children. This is further facilitated by staff, who are good role models and use a range of strategies to promote positive behaviour in the setting.
- Children are encouraged to develop good hygiene skills, such as washing their hands. However, at times staff complete tasks for children which they could do

for themselves. This does not give children the best opportunities to develop their independence to the highest level. Children's independence is not consistently promoted during daily routines, such as serving their own snack and blowing their own noses.

- Children's good health is promoted through healthy snacks and daily outdoor play. Children have plenty of opportunities for fresh air and exercise in the well-resourced outdoor space. They develop their physical skills and confidence as they run, jump and pedal bicycles, negotiating space and obstacles as they move around. They take part in weekly football, yoga and music sessions, where they learn to listen and follow instructions.
- Children learn about mathematical concepts. For instance, they learn about space, shape and measure from a range of resources such as puzzles, the sandpit and the mud kitchen. Children enjoy repeatedly filling and emptying containers during water play. This helps them to gain an understanding about weight, capacity and volume as they play.
- Overall, good attention is given to the acquisition of children's language skills. Staff repeat key words and introduce new language to children. However, some staff do not use skilful questioning techniques. They ask questions that do not always encourage children's critical thinking skills.
- Staff provide opportunities for children to develop their literacy skills. Children enjoy mark making and learn how to use scissors to practise their cutting. Older children start to form letters in their writing books and write their own names.
- The manager and staff form positive relationships with the parents. Staff keep them informed of their children's learning through an online system. They share ideas with parents of activities for them to try at home to support their children's next steps.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They know how to recognise the signs that a child might be at risk of harm. There are clear procedures implemented to record any concerns staff have about children's welfare. Staff are alert to wider safeguarding issues such as 'Prevent' duty. They know what action to take if they have any concerns about their colleagues or children's welfare. All staff hold valid paediatric first-aid qualifications. They carry out daily risk assessments to make sure that the premises are secure and ensure children are well supervised at all times.

## What does the setting need to do to improve?

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

- increase opportunities for children to develop their independence during daily

activities

- strengthen staff's knowledge of skilful questioning to extend children's critical thinking skills to the highest level.

## Setting details

<b>Unique reference number</b>	109227
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10138175
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	New Stepping Stones Playgroup Committee
<b>Registered person unique reference number</b>	RP519183
<b>Telephone number</b>	020 8878 7029
<b>Date of previous inspection</b>	25 February 2016

## Information about this early years setting

New Stepping Stones Playgroup registered in 1992. It is located in the Sea Scout Hall in Mortlake, in the London Borough of Richmond upon Thames. It is open Monday to Friday from 9.15am to 12.30pm, during school term time. An optional breakfast club runs from Monday to Thursday from 8.40am until 9.15 am when setting opens to children not participating in clubs. The playgroup receives funding to provide free early education to children aged three and four years.

## Information about this inspection

### Inspector

Frances Oliver

### Inspection activities

- The manager and the inspector completed a learning walk and discussed how the curriculum is planned.
- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- Discussions were held with the management team. The inspector reviewed relevant statutory documentation, including evidence of the suitability of staff and policies used by the setting.
- The inspector spoke to parents and took account of their views.

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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