

Inspection of Stepping Stones (SW) Ltd

Hudson Way, Taunton, Somerset TA2 6UP

Inspection date: 28 January 2020

Overall effectiveness **Good**

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

Children are happy and keen to attend this child-focused setting. They enter with confidence and are eager to choose from a range of different activities, such as building towers and learning about the different ways water can be transported. The friendly and enthusiastic staff warmly greet the children, who settle in quickly. Children show they feel safe and secure as they move confidently around the play areas, exploring the environment. Staff clearly have well-established relationships with children and their families. For example, a child arrives at the setting with a 'wow' moment to share with friends. Children and staff applaud the child's special achievement, and the child demonstrates a sense of pride as it is displayed on the 'wow' board for everyone to see. Staff have high expectations for every child. They plan daily activities in their 'big book planning', taking their inspiration from the children's interests and ideas. Staff give children lots of opportunities to explore physical activities outside, and children move freely, choosing where they want to play. Children talk about their families and home life with staff. For example, they share stories about special family holidays. Children play cooperatively alongside each other, they form special friendships and show a sense of kindness and consideration with one another. For example, children enjoy working together, taking turns to match picture cards to complete the sequence for the story 'peace at last'.

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

- Children demonstrate good behaviour and staff support this well with the use of their seven 'golden rules'. When children display positive behaviour, they receive praise from staff and are awarded with a certificate of achievement. Children are also able to explain these rules to visitors, demonstrating a clear understanding of them.
- Children have a positive attitude to learning. They participate in workshops that build on their skills in preparation for school. For example, at circle time children take part in an activity to develop their attention and concentration. A staff member pulls interesting items from their bucket and uses sounds and actions to grasp children's interests. Children look and listen as they watch the effects of glitter being sprinkled over a tambourine and wait to see what happens as they bounce a ball on top.
- Children are making good progress in their learning. Staff encourage the use of mathematical language during activities. For example, they support children to count the circular cereal shapes on their pipe cleaner during a threading activity to compare 'more' and 'less'.
- The support for children with special educational needs and/or disabilities is good. Staff work in partnerships with professionals to support children to reach their full potential.

- Leaders recognise and value the qualities of their staff members. Staff are deployed well within the setting. They receive ongoing training, which supports their professional development and contributes towards the effectiveness of the setting.
- Staff work well to promote positive relationships with parents. They discuss children's development and progress daily, so they feel valued and included in their child's learning. For example, staff share activities for parents to try at home, such as learning to fasten buttons. This supports continuity of learning. On the parents' information board, staff share the daily activities children have participated in during their session.
- Staff know what children need to learn next. However, at times staff miss opportunities to fully explore children's understanding of what they are doing and why, in order to help them get the most out of activities.
- Staff plan activities that support children's emotional development and transition to school. For example, they plan visits to the primary school and school-themed workshops, and children 'have a go' at trying on a school uniform. Children familiarise themselves with the school environment as they take part in a project called 'Alfred the mouse'. They explore photos of Alfred on his journey around the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular safeguarding training and they have a good understanding of child protection and wider safeguarding issues. Leaders and staff know and understand the appropriate steps to take to ensure children's well-being. Leaders have secure procedures in place for the recruitment of staff and this helps ensure children are kept safe. Leaders and staff ensure the premises are suitable for children. They complete regular risk assessment checks and staff support children to recognise and identify risks for themselves. For example, children complete the setting's daily risk assessment checklist to ensure that the environment is safe.

What does the setting need to do to improve?

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

- support staff to help children to understand the purpose of activities so that children gain a greater insight into what they are doing and why.

Setting details

Unique reference number	EY393742
Local authority	Somerset
Inspection number	10125962
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	37
Number of children on roll	51
Name of registered person	Stepping Stones (SW) Limited
Registered person unique reference number	RP906993
Telephone number	01823 324 566
Date of previous inspection	21 January 2015

Information about this early years setting

Stepping Stones registered in 2009. It runs from a privately owned building on the site of Staplegrove Church of England Primary School in Taunton. The setting has sole use of the premises, comprising one large playroom and access to two enclosed outside play areas. The setting is registered on the Early Years Register. The provider/manager is a qualified primary school teacher and holds Early Years professional status. A further manager holds a level 4 qualification. One member of staff has qualified teacher status. There are eight additional members of staff, two have a level 4 qualification, two a level 3 qualification and two a level 2 qualification. The setting is open from 9am to 3pm, Monday to Friday, term time only.

Information about this inspection

Inspector

Hannah Williamson

Inspection activities

- The inspection carried out a learning walk with the leader and manager to discuss how they plan and implement the curriculum.
- The inspector carried out a joint observation to identify the quality of teaching for children.
- The inspection tracked the experiences of children in the setting to check the progress they are making.
- The inspector spoke to children, staff and parents to gain their views.
- The inspector spoke to children and observed their interactions with staff to identify the support they receive.
- The inspector held meetings with leaders and examined documents, for example the setting's recruitment packs, to check staff's suitability to work with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020