

# Inspection of New Stepping Stones Playgroup

Former Sea Scout Hall, Alder Road, London SW14 8ER

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Inspection date: 23 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy and engaged in all aspects of the learning that staff offer them at this nurturing nursery. The experienced staff team plans activities with clear learning intentions, helping children to make good progress from their starting points in learning. Staff know children and their families well. They implement a highly effective key-person system to ensure that children feel safe and secure.

Staff have clear routines in place, which children respond well to. On arrival, children self-register, and they attend well to group times and circle times. They enjoy sitting with staff and their friends during mealtimes. Staff encourage a calm atmosphere, which helps children to behave well. Children recall the 'golden rules' of showing their 'kind hands, kind hearts and kind thoughts'. This helps to remind children of the high expectations for their behaviour at nursery.

Staff give careful consideration to the layout of the nursery, which supports children's individual learning and development targets. They provide a well-resourced studio to give children opportunities to develop their large-muscle skills. Children enjoy yoga and dance sessions. They climb up, over and through apparatus. Children complete obstacle courses by running, jumping and balancing. This promotes the importance of children developing their physical skills and being healthy and active.

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

- Children enjoy being creative in the outdoor kitchen. They use herbs and water and cut oranges to make their 'orange soup'. Staff support children's language well by providing a narrative for them as they create their mixtures. Staff further support and encourage children to use the different-sized ladles, jugs and spoons to ensure they have the right balance of ingredients. This positive input from staff encourages children to keep their play going for longer.
- Staff help children to develop their understanding of where their food comes from. For instance, children enjoy growing herbs and potatoes in their garden. They share a range of fruit at snack times. Staff talk to children about their likes and dislikes and the importance of a balanced diet as part of a healthy lifestyle.
- Children behave well. They listen to each other during circle times and use their 'kind words' to offer each other praise. Children follow instructions for using tongs to help themselves to cheese and fruit at snack time. They tidy away their bowls and cups after eating. Children enjoy making their own decisions as to what they will need to wear for outdoor play in different weather.
- Children enjoy the vast range of activities on offer, and staff generally support them well. However, at times, staff do not consistently adapt planned activities to allow children to lead their own learning. This does not support and challenge

children to develop their problem-solving skills.

- There is a range of activities on offer to support children to develop their skills and understanding of number. For example, staff support children's concrete understanding of number by using interlocking cubes. They support them as they count each cube and in adding on one more. They play games to support children with the recognition of numbers between one and 10.
- Children enjoy listening to stories in their cosy reading area. Staff use effective questioning to engage them in stories and further clarify their understanding. They introduce children to new vocabulary. For example, staff explain the meaning of the word 'dainty' in a story about a ladybird.
- Parents are extremely happy with the nursery. Communication is effective, and they feel fully involved in their children's learning. Parents know their children's targets and feel that their children are fully supported in being ready for their next stages, including starting school.
- Leaders show passion for meeting all children's needs at this highly inclusive nursery. The experienced special educational needs coordinator runs intervention groups, liaises with a range of professionals and ensures that the environment allows opportunities for all children to fully access their learning.
- The manager promotes the importance of positive well-being, and staff enjoy being part of this forward-thinking team. Staff receive regular training opportunities and show a passion for lifelong learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand the importance of daily risk assessments to ensure that children are safe in all areas of the nursery. The nursery has secure procedures in place for reporting accidents and incidents. Staff recognise the signs that a child may be at risk of abuse. They understand their duty to report any concerns they may have. Staff are aware of how to report an allegation against a member of staff. Safeguarding is discussed regularly, and staff attend forums to ensure that their knowledge is kept up to date.

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

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

- promote opportunities for children to lead their own learning, to further support them to develop their problem-solving skills.

## Setting details

<b>Unique reference number</b>	2614255
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10289547
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	New Stepping Stones Playgroup CIO
<b>Registered person unique reference number</b>	2614259
<b>Telephone number</b>	020 8878 7029
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

New Stepping Stones Playgroup registered in 2021 and is located in Mortlake, in the London Borough of Richmond Upon Thames. It offers places for children aged two-and-a-half years to four years. The nursery operates term time, from 8.45am to 2.30pm, Monday to Friday. It offers funded early education for children aged three and four years. There are five members of staff, all of whom hold relevant early years qualifications at level 3 and above.

## Information about this inspection

### Inspector

Penny Harman

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- Parents shared their views of the setting with the inspector.
- The manager and inspector conducted a learning walk together. They discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to staff and the manager about how they meet the needs of all children, including children who speak English as an additional language and children with special educational needs and/or disabilities.
- The inspector spoke to staff about safeguarding policies and procedures.
- The inspector observed the interactions between the staff and children.
- The inspector and manager carried out a joint observation of an activity.
- The manager provided the inspector with a sample of key documentation on request and engaged in a leadership and management meeting.

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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