

Inspection of READY STEADY GO Primrose Hill

12a King Henrys Road, London NW3 3RP

Inspection date: 16 January 2025

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff create a nurturing and welcoming learning environment that is inclusive for all children. They develop a deep understanding of each child and provide highly individualised care to help them settle and engage in activities. Children build affectionate bonds with staff. They arrive with big smiles, eager to start their day. Children clearly feel happy, safe and secure in the setting. For example, they confidently select the resources they need to create props, such as telescopes and mermaid's tails, to support their pirate-themed role play. They ask staff for help where needed and freely express their thoughts and ideas.

Leaders and staff have high expectations for children's learning and behaviour. They provide an ambitious and inspiring curriculum. This nurtures children's personalities, confidence, knowledge and skills in readiness for school and later life. The activities ignite children's curiosity and instil an intense love of learning. Staff use every opportunity to extend children's abilities. For instance, children are fully involved in organising their snacks. Staff teach them how to bake bread, prepare fruit, lay the table and wash up afterwards. The mutual respect between adults and children is clear to see. Children know what is expected and respond positively to staff's confidence and trust in them. They demonstrate a strong sense of care and responsibility towards the environment, resources and other people.

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

- Leaders constantly strive for excellence throughout all aspects of the provision. They respond swiftly to the differing needs of children and are keen to explore any new ideas to further promote children's learning and well-being. Staff at all stages of their careers receive effective support and coaching. They describe feeling continually motivated and inspired to further develop their professional practice. This contributes to the consistently outstanding quality of education.
- The environment and activities are meticulously planned to be accessible for all children. For instance, a recent 'sensory audit' has helped staff to identify where they can add additional quiet and calming spaces to help children regulate their emotions. Staff swiftly identify children who need extra help with their learning and development. They provide carefully planned interventions to ensure that all children make the best possible progress.
- Staff instil children with a real love of literacy and help them to build excellent foundations for reading and writing. Children listen intently as staff read their chosen books and delight in discovering who their 'mystery reader' is each week. Staff support children to create their own stories using words and props. Children learn new words rapidly and display impressive vocabularies. They enjoy drawing pictures of their imaginary characters and confidently 'sound out' words phonetically as they write signs and labels for their work.

- Mathematics is strong throughout the setting. Recent training has supported all staff to expertly weave mathematical learning into routines and activities. This is reflected in children's knowledge and enjoyment of mathematics during their independent play. For instance, children explore shapes and measurements as they create 'cakes' from dough. They cut out stars of varying sizes and stack these from smallest to largest. Children extend their game by creating a 'cake shop'. They discuss the price of the cakes and pay for them using pretend money.
- Children benefit from an enriching programme of activities to help them experience the awe and wonder of the world first hand. This includes regular outings that complement children's learning in the setting, such as a trip to the science museum to see the space exhibits.
- Staff teach children about different cultures and traditions in enjoyable and meaningful ways, such as by tasting food, learning songs and designing jewellery. They provide a safe and supportive space for children to explore their similarities and differences. Children learn that they can have differing beliefs and opinions but still be friends. This helps them to develop a tolerant and respectful approach to diversity.
- Leaders and staff work tirelessly to engage with parents and include them in their children's learning. They make effective use of online technology to help share the activities, songs and events that children enjoy at the setting. Parents describe how children are at 'the centre of everything that staff do'. They say staff 'genuinely care about children' and are 'so knowledgeable and helpful with every aspect of children's development'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2672857
Local authority	Camden
Inspection number	10358481
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 5
Total number of places	26
Number of children on roll	25
Name of registered person	Ready Steady Go Pre-Schools Limited
Registered person unique reference number	2672856
Telephone number	02075865862
Date of previous inspection	Not applicable

Information about this early years setting

READY STEADY GO Primrose Hill opened in 1988 and re-registered in 2022, following a change in structure. The setting is in the London Borough of Camden. It operates from Monday to Friday, during term time only. Sessions are from 9am to 2pm, with optional extra-curricular activities running until 3pm. The provider employs eight members of staff, five of whom have early years qualifications. Two staff have qualified teacher status and others are qualified at level 7 or level 3. The provider offers government funded early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- Leaders showed the inspector around the childcare premises. They explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders met with the inspector to discuss issues such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.

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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