

# Stepping Stones Nursery School

7 Gayford Road, LONDON, W12 9BY

## Inspection date

Previous inspection date

14/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have developed outstanding relationships with the children, who are confident, happy and secure in the setting.
- The setting has excellent and highly effective partnerships with parents, carers and others.
- Children play, learn and develop in an inspirational environment where they take part in exciting, fun and challenging activities.
- The inspirational staff team are kind and considerate to all children. They understand all their individual needs.
- The staff give high priority to the safety and welfare of all children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed the children at play and staff interaction.
- The inspector examined documentation including a representative sample of children's records, development plans and staff records.
- The inspector spoke to the provider/headteacher about the running of the provision.
- The inspector talked to some parents, the staff and held discussions with the headteacher.
- The inspector undertook a joint observation of a teaching activity.

## Inspector

Julie Biddle

## Full Report

### Information about the setting

Stepping Stones Nursery School registered in 2012. It is privately owned and operates over three floors of a converted house in the Stamford Brook area of the London Borough of Hammersmith and Fulham. The premises consist of four classrooms and additional communal rooms for children's use. The ground floor is easily accessible with no steps. There is an enclosed indoor/outdoor area for outdoor play and children are taken to nearby parks on a regular basis. The setting is registered on the Early Years Register. The setting is open Monday to Friday during term time, from 9:15am until 3 pm. There are 20

members of staff, which includes the headteacher and an office administrator. Most staff have a suitable childcare qualification. These include teacher qualifications and teachers who specialise in specific lessons, such as French or physical education. The setting supports children who have special educational needs and/or disabilities and who speak English as an additional language.

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

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

- include the views of children in systems of self-evaluation.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The staff provide an educational programme that is exceptional across all areas of learning and all age groups. Planning is thorough, links closely to children's interests, and responds to any changes. For example, changing story time and creative activities at short notice to suit the weather conditions. The children had a wonderful time creating snow pictures. The staff have high expectations of all the children which means the children have highly positive learning experiences. Children are highly motivated and very eager to join in with the planned activities. For example, the children have an extraordinary time as they focus on a balloon made of ice. They are excited as they talk about the reaction of the ice while adding salt and food colouring. Children very confidently discuss how heavy the ice balloon is and consider whether it will float or sink. As a result of these imaginative learning experiences children extend their language skills and thinking patterns. Children are eager to join in with conversations with their friends and the staff in the setting, staff use these opportunities to encourage children to think for themselves. For example, children use their imaginations as they pretend to be nurses and doctors; they are delighted to recall how to keep tummies free from germs by washing hands.

The highly effective key person system supports children as they move up through the different age bands. For example, children who are moving rooms are taken to visit the room with familiar staff, who support the children to feel safe and secure in their new environment. Decisions to move children are discussed with parents and respect the age and stage of development of each child. Staff offer consistent support to children helping them to make a smooth move to 'big school' for example each morning children sign in. The signing in sheet is displayed throughout the session meaning children feel proud of their signature and recognise letters and letter shapes.

Assessment of the children across the setting is precise and focused on each individual child. The system for assessing children demonstrates the excellent progress they have made in relation to their starting points.

### **The contribution of the early years provision to the well-being of children**

Children form strong attachments with the staff in the setting helping the children to develop their skills of independence. Children blossom and flourish in this setting and they are making excellent progress in their learning and development.

The strong staff team offer high levels of praise and encouragement that supports children's self-esteem and confidence. Staff are positive role models who speak to the children with sensitivity and kindness. Children seek out comfort and assistance when they need knowing their needs will be met with consideration.

Children are cared for in a safe secure environment where they are developing an understanding of safe risk and how to keep themselves safe. They understand the importance of not running inside and how to move carefully from floor to floor within the setting. The children very confidently join in with activities such as music sessions with peripatetic staff. The highly stimulating environment offers children opportunity to make choices about activities. They can for example easily access writing materials and painting resources that they use very competently.

Children have great fun as they describe the picture they have painted, informing staff of the number of the bus and where it goes. Children concentrate for extended periods as they make use of the computer. They skilfully move the mouse to change programmes and to answer questions.

Children learn about healthy living as their own good health is exceptionally well supported. They have frequent access to an outdoor area where they explore, investigate and develop their physical skills. They know why they must wash their hands and eagerly tell adults that it is 'to get rid of the germs' Snacks are very healthy and nutritious children select from a range of fruit and vegetables.

Children bring in their own packed lunches however; parents receive detailed information about healthy choices for lunches.

### **The effectiveness of the leadership and management of the early years provision**

Arrangements for safeguarding children are highly effective as practitioners implement extremely robust policies and procedures throughout the centre. Practitioners at all levels, have a firm understanding of safeguarding issues, while the headteacher takes the lead role in dealing with any concerns.

Rigorous procedures are in place to ensure the safe recruitment and vetting of all adults working directly with the children. In addition, the setting has an extensive selection of written policies and procedures, which are very effectively implemented to ensure the safe and efficient management of the centre. Subsequently children's safety and welfare is exceedingly well promoted. There is a highly effective staff monitoring system which leads to further training opportunities which means staff remain motivated and are constantly improving their already outstanding practice.

There are excellent systems in place to promote partnership working with parents, carers and others. Parents are actively encouraged to be involved in the setting and well-organised systems are in place to share information with those involved in the care of the child. For example, practitioners talk to the parents and carers on a daily basis. Communication via email, means parents know what is happening each week and so can effectively prepare their children. For example by wearing the colour of the week. Photographs, artwork and captions of the children's learning are innovatively displayed around the setting. In addition, there are regular opportunities for the parents to discuss the children's progress. Furthermore the staff arrange stay and play sessions and open weeks where parents can see their children as they play and learn. These processes ensure that parents are successfully included in their child's continuous learning and development. Discussions with parents reveal that they are exceptionally happy with the care and learning opportunities for their children.

The setting has developed highly effective channels of communication with a wide range of professionals. For example, they work very closely with speech and language therapists, and the local authority to ensure all children feel valued and fully included. In addition, the setting works closely with other professionals in the assessment of the children in the setting.

The headteacher and staff are continually looking for ways to improve the quality of the setting. Subsequently, they are able to raise standards in order to benefit the children's care, learning and development. The setting has implemented an extensive self-evaluation system, which reflects rigorous monitoring of what the setting does well and what it needs to improve. For example, the setting has identified areas such as including parents in the evaluation of the setting will add to the value of the evaluation. Parent's contributions have led to changes such as sending the newsletter via email. However, the views of children are not yet included in this system.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.

Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY448901
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	804647
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	89
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Bryony May Dodd
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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