

Inspection of Stepping Stones (SW) Ltd

Hudson Way, Taunton, Somerset TA2 6UP

Inspection date: 30 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are joyful, self-assured and curious to explore in this welcoming setting. The youngest children are confident and proud to announce that 'this is our nursery'. Children have warm, nurturing relationships with staff and feel safe and secure. As a result, they are happy to engage in discussions with inspector about their favourite things and ask for books to be read to them, which they read back to the inspector using the pictures. Children are eager for staff to join their play and shriek with delight when they are found during a game of dinosaur hide and seek or when staff 'drink' pretend hot coffee made by the children in the mud kitchen.

Children's behaviour is consistently very positive and staff remind them of the rules, for example when they are using the pond area. Children and adults listen respectfully to each other. Children are reminded to use their 'slow feet' inside and 'fast feet' outside. They help each other to put on their wellington boots and push each other in the cars in the outdoor space.

Children's emotional well-being is a priority, and adults model and teach skills and behaviours to support children's understanding. Staff help children to identify and label emotions and discuss the feelings of others. For example, children suggest making cards for people who are feeling sad following a discussion about emotions. The curriculum is ambitious for all children, including those with special educational needs and/or disabilities (SEND) and those who are learning English as an additional language. Staff plan activities so that every child is included and able to make progress from their starting points.

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

- Staff build children's strength, balance and coordination through climbing, balancing, pedalling bikes and yoga, so children move confidently and manage risks safely.
- Staff know what children can do and plan next steps carefully, so all children, including those with SEND, make good progress. Sometimes staff need to be sharper to challenge and extend activities with all children that are engaged.
- Children are encouraged to be independent and responsible. Staff build independence through small, everyday routines such as self-care and tidying. Children sort food waste for compost at lunchtime, which develops responsibility and care for the environment. Children are encouraged to persevere and have a go, for example, when sawing pumpkins.
- Children enjoy shared story times. Staff ask purposeful questions and teach new words, so children talk confidently about stories and predict what might happen next. Some children may be less confident in group activities; therefore, staff

need to consistently support those children.

- Staff teach healthy choices and link food to giving you energy to be active, so children understand how to look after their bodies. Children are taught about recycling and practise this in the setting, using a compost bin and sorting different recyclable materials, which supports understanding of the world around them.
- Children with SEND are well supported. Staff identify needs early, work with parents and external professionals, and act on advice so children achieve well.
- Parents say children are happy and well cared for and that key persons share next steps daily, which helps learning continue at home.
- Staff plan local visits and work with families to celebrate cultures and teach key vocabulary, helping children who are learning English as an additional language to broaden their understanding of the world and their language.
- Leaders prioritise well-being and professional development of staff through regular supervision and open communication. This means staff feel valued and confident, which contributes to consistent, high-quality teaching for children.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- make the intended learning clear in planning and in teaching, so that adults know precisely what to teach and children build and connect knowledge over time.
- help less confident children to join in and share their ideas during group times, so they build confidence in speaking.

Setting details

Unique reference number	EY393742
Local authority	Somerset
Inspection number	10408199
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	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	28 January 2020

Information about this early years setting

Stepping Stones registered in 2009. It operates from a privately owned building independently run on the site of Staplegrove Church of England Primary School in Taunton. The setting offers funded early education for two-, three- and four-year-old children. Sessions run from 9am to 3pm, Monday to Friday, term time only. The staff team includes qualified practitioners at levels 2 to 4 and early years professional status.

Information about this inspection

Inspector

Sarah Murts

Inspection activities

- The manager and inspector completed a learning walk together inside and outside to discuss the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to staff at appropriate times and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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