

# Inspection of Ready Steady Go - St John's Wood

All Souls Hall, 21 Alexandra Road, LONDON NW8 0DP

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Inspection date: 4 March 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children thrive in this outstanding nursery. They develop secure friendships with their peers and close bonds with the staff. They demonstrate that they feel extremely happy and settled. Children are exceptionally well behaved. Younger children enjoy sharing books and cheerfully help staff to wash resources after a painting activity. Their older peers explore ideas about friendships during meaningful discussions with staff. During play, they remind each other about being kind and including others in their games.

Children play in a vibrant and harmonious environment that promotes their individual interests and ways of learning. They experience an exceptionally varied and exciting programme of play and activities. These ignite their curiosity and love of learning. Children confidently explore and experiment in their play. For instance, they concentrate intently as they investigate how to transport sand from one area to another. They test out their ideas such as using toy trucks and creating bridges. Children display their excellent language skills as they describe what they are doing. They comment, 'If I remove the cab from the truck, I can carry it. That is the fastest way.'

Staff work hard to achieve the best outcomes for all children. Children with special educational needs and/or disabilities receive excellent support, which is highly focused on their individual needs. This includes activities such as music therapy and language groups, which enrich and inspire their learning.

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

- Parents describe the nursery as a happy and loving place, where children learn independence, kindness and a love of learning. Parents are extremely positive about the individualised care and learning that staff give to each child. They recognise the passion and dedication that staff bring to their roles.
- Leaders oversee continuous improvement in the nursery extremely well. There is a very strong focus on the needs of the children and families attending. Staff's professional development is sharply focused to meet these needs and to enhance their individual skills and knowledge. Staff say they feel valued and are exceptionally well supported, both professionally and personally.
- The highly ambitious curriculum and superb teaching is consistent across all of the rooms. Children's key persons have a detailed understanding of their children's learning needs and interests. They meticulously plan activities and group times, which enable children to make the best progress.
- Older children are exceptionally well prepared for school. For instance, they demonstrate excellent early writing skills as they create invitations for a pretend party. They know how to write their names and use their secure knowledge of

letters and sounds to spell out simple words.

- Staff fully embrace children's creativity, with lots of stories, music, art and pretend play. They inspire children to use their imaginations as they introduce a 'magic whistle', which can communicate with birds. Children are enthralled and think carefully about the questions they will ask the birds. They are amazed when birds respond to their whistles and imagine what they are telling them about their lives.
- Children thoroughly enjoy being outdoors in their stimulating garden and on visits to parks and playgrounds. They have immense fun and learn about the wonders of the natural world on visits to their 'forest school'. Children enthusiastically acquire practical skills, such as orienteering, as they find their way to the camp through the woods. They learn about safety during carefully managed 'risky play', such as climbing trees and using saws to cut wood.
- Children become exceptionally knowledgeable about keeping fit and healthy. They learn about how their bodies work and comment that their hearts beat 'more strongly' after exercise. Children are enthusiastic about eating a balanced diet and understand the effects that different foods have on their bodies. For instance, they describe eating carbohydrates that provide long-lasting energy, to help them play all day.
- Children have meaningful and stimulating opportunities to learn about different people and communities. For example, staff and children made a visit to China Town, to discover how Chinese New Year is celebrated by the local community. Children carefully made beautiful decorations and menus for their own Chinese restaurant and enjoyed cooking and tasting Chinese food.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's welfare are given the highest priority. Leaders and staff have an excellent understanding of their safeguarding roles. They use regular training and discussions to maintain a robust understanding of safeguarding issues, such as the risks from radicalisation or online abuse. They know how to identify signs of abuse and the procedures to follow if they become concerned about a child's welfare. Leaders understand how to respond to allegations about staff conduct. The provider carries out robust checks to ensure staff are suitable for their roles. Staff are vigilant to risks and follow nursery procedures to maintain a safe and secure environment for children.

## Setting details

<b>Unique reference number</b>	EY410478
<b>Local authority</b>	Camden
<b>Inspection number</b>	10137840
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Silverton, Jennifer
<b>Registered person unique reference number</b>	RP511775
<b>Telephone number</b>	020 7586 5862
<b>Date of previous inspection</b>	12 January 2016

## Information about this early years setting

Ready Steady Go - St John's Wood was registered in 2010. The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications from level 3 to level 7. Three staff members hold qualified teacher status. The nursery opens Monday to Friday, during term time only. Sessions run from 9am until 12pm for younger children and from 9am to 2pm for older children. They also offer an early start from 8.15am each day, and an extended day until 3pm from Monday to Thursday.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider has received, since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The manager showed the inspector around the nursery premises, she explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of education. This includes a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector met with the manager and nursery principal to discuss leadership issues, such as the recruitment, training and support for staff.
- The inspector looked at some of the nursery's documents, including safeguarding policies, staff suitability checks and paediatric first-aid certificates.

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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