

# Maryfield Pre-School 2

Mottingham Community Centre, Kimmeridge Road, Mottingham, London, SE9 4EB

## Inspection date

Previous inspection date

05/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff are good at meeting the needs of children whose starting points are behind. They work very hard with supporting agencies to put strategies in place to support children with special educational needs and/or disabilities, so that gaps close.
- The staff implement effective systems to ensure appropriate next learning steps for children are planned for and followed through to enable all children to make progress in their learning and development.
- The management team has devised good systems for children to begin to understand the needs of themselves and others, so that all children behave well.
- The provider has ensured that staff have received training to support fully their understanding of the pre-school's safeguarding policy and procedures and to ensure they effectively safeguard the children in their care.

### It is not yet outstanding because

- Staff do not take all opportunities to help children learn about the world around them, particularly in regard to taking children out into the locality.
- Staff help children develop their pre-reading skills, but do not take opportunities to do this in real-life contexts that hold more meaning for 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main room and the garden.
- The inspector spoke with the provider, manager and staff, and gathered parents' views.
- The inspector examined children's development files, staff planning documents and a selection of policies and procedures.
- The inspector checked the systems for appointing staff.

## Inspector

Petra Myatt

## Full report

### Information about the setting

Maryfield Pre-School No. 2 is one of two privately owned and managed settings. It opened in 2004 and re-registered in 2013. It operates from Kimmeridge Road Community Centre. It is located in the Mottingham area, in the London Borough of Bromley. Children have use of a hall with direct access to an outside play area. The pre-school operates two daily sessions, Monday to Friday from 9am to 3pm, during term times only. It has a sister pre-school, also called Maryfield, which is located in the London Borough of Greenwich.

The pre-school is registered on the Early Years Register. The pre-school currently supports children who have special educational needs and/or disabilities and those who are learning English as an additional language. The pre-school is funded to provide free early education to children aged two, three and four years. There is a team of seven staff working with the children over the course of the week. Of these, five are qualified to level 3 and this includes a qualified teacher who works at both settings.

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

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

- extend opportunities for children to develop their early literacy skills and understanding of the world through making use of real life contexts to see text in the local community while learning about their locality at the same time, such as by deploying staff more effectively.

## Inspection judgements

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

The quality of teaching and support is good; as a result, children are progressing towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, together with their interests and views from the parents to plan effectively. Staff implement flexible settling in procedures that ensure children settle quickly which enables staff to assess children's starting points in the Early Years Foundation Stage. Staff are good at identifying children who may require extra support to enable them to make progress in their learning and development. Parents are invited into the nursery to talk with staff about their children's progress and to share with them what their children have been doing at home. This provides good continuity of care for the children and helps parents to know how they can assist learning at home.

Staff provide a varied environment where children can play, learn and develop to the best of their ability. Staff ensure all children progress well in the important areas of their

personal, social and emotion development, physical development and in their language and communication. They understand that these areas are the main underpinning areas for future learning, including preparation for school. Children learn 'golden rules' to help them understand what behaviour is acceptable to themselves and others. Staff teach these rules specifically during group times, which helps consistency of approach.

Staff implement regular systems into the session's routines to promote vital skills in early reading and writing. For example, children are developing early literacy skills as they find their name to 'sign in' at the start of each session. Older children receive one-to-one pre-reading sessions with a qualified teacher. However opportunities for children to receive first hand, real life experiences of text to further develop early literacy skills in more meaningful ways, such as within the local community are missed. Staff provide a good variety of writing implements and resources to encourage children to develop their early writing skills. Snack time is integrated into play which means children who are in deep play are not interrupted and can have snack when they choose. However, while staff organise sessions effectively overall, the deployment of the teacher in helping early reading skills disturbs children's play because children are withdrawn from what they are doing to go to her. This approach interrupts children's purposeful play.

Children are becoming confident with self help skills. For example staff encourage each child to find their coat and put it on by themselves. Staff teach children to pour their own drinks and encourage them to choose which fruit they would like at snack time. This is useful preparation for the next stage of learning.

Staff use a variety of ways to help children play cooperatively with each other. For example when children have a large amount of play dough, staff encourage children to return some play dough to the middle of the table for other children to use. Staff give specific praise to help children know what they have done well and what behaviour is acceptable.

Staff teach children to use real tools for a purpose. Children learn how to hold scissors correctly. They are beginning to learn how to keep themselves and others safe because they know not to walk around with scissors in their hands. Problem solving and manipulative skills are developed when staff show children how to use pegs on a washing line to match different patterned socks. Children demonstrate growing confidence in talking to unfamiliar people when they talk to visitors and involve them in play.

Staff teach subjects such as the weather to help children to understand the world they live in. Children were heard to tell a staff member that pieces of a streamer were blowing around the garden because 'it is windy today'. Staff build on such experiences by providing non-fiction books about weather. Children choose to look at these indicating that they know there is a picture of a rainbow in it and that a rainbow needs the sun to shine'.

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

Staff demonstrate a particularly positive approach towards inclusion. They work closely in partnership with parents and outside agencies to fully meet the individual needs of all children, including those who are disadvantaged. Staff show a comprehensive understanding of each child's unique needs and have recorded relevant information on each child to plan purposeful individual next steps for learning and development. They have devised unique ways for each child to enable them to make choices and communicate their wishes in an appropriate manner. Children with special educational needs and/or disabilities are helped to participate in activities alongside other children which in turn means children accept each other's differences and play together. The work staff do with such children means that gaps are closing.

The staff ensure the garden is suitably resourced to encourage a healthy attitude to playing outside and cover all learning areas of the Early Years Foundation Stage. Overhead shelters provide protection from the rain which allows children to play outside regardless of the weather. Children are able to choose if they want to play indoors or outdoors throughout each session. Independence is supported because their coats are placed by the door for children to decide if a coat is required or not. Painting is available outside, staff support the 'you can do it' attitude as they encourage children to peg their paintings on the drying rack.

Staff work closely with parents to find out about the children's individual needs. This information is then used successfully to settle them into the setting. All staff are consistent in their approach to behaviour management. Clear and concise boundaries are taught very well to the children who fully understand the 'golden rules'. Excellent strategies are in place to teach the children how to work together, such as when children need to share play dough, children are asked to place surplus play dough in the 'middle pot' for others to use. Given the children's ages and stage of development they are all well behaved.

Children know the signs when snack is being prepared and some wash their hands without prompting, showing that staff are teaching them good personal hygiene routines. Children who have not washed their hands are prompted to do so. Children and staff have a good relaxed relationship, demonstrated when children tell staff to 'be quicker' when preparing the fruit for snack. They wave the streamers they have just made in the garden and giggle amongst themselves, showing they feel happy to be in the pre-school. Staff talk about the fruit children are eating which supports good attitude to healthy eating.

The key person system works well. Children show they feel emotionally secure. This stems from not only good relationships between staff and children but also from staff having a good knowledge of children's home situations. They provide resources to support and help children to make sense of what is happening in their lives. For example, a child act out putting a 'baby' to bed, tucking a blanket over it in a pram, standing up and beginning to rock the pram. The child's key person explains that she has just become 'a big sister'.

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

The inspection was brought forward following safeguarding concerns raised to Ofsted and by notification from the provider regarding the security of the premises and behaviour management. Following an unannounced visit the provider was found to be in breach of the safeguarding and welfare requirements because we found that a child had left the premises unsupervised, that staff were not deployed well during collection times and that there were no clear procedures in place for the use of physical intervention, including specific to individual children. We found too that the procedures were not followed when an allegation was made against a member of staff and this allegation was not reported to the local safeguarding team in line with the nursery policy. We found that the designated person for safeguarding in the nursery did not have up-to-date training on the role of designated officer. These were significant breaches that put children's safety at risk and actions were set for each.

Following this visit, the provider took action to rectify some breaches by reviewing the deployment of staff and improving the supervision of children during arrival and departure times. Ofsted was notified of the allegation. The provider sent Ofsted a written response to the actions raised and we were satisfied that the actions had been completed.

At this inspection, the inspector has found that the provider ensures that the premises are secure and has suitable routines for the end of sessions. The staff team continue to have a clear understanding of how to implement the pre-school's behaviour management policy. The newly appointed provider has been proactive in taking swift, effective actions to further strengthen procedures for requirements for safeguarding and welfare, so that these are met well. Consequently all staff have a comprehensive understanding of safeguarding children. They understand how to protect children as well as themselves in the event of an allegation made against them or other child protection concerns. The provider has instigated training with external agencies to keep staff fully up to date with current policies and procedures. She is aware of the need to inform relevant agencies in the event of safeguarding concerns.

The management and staff work closely with parents to bring about best possible outcomes for all the children. The provider has reviewed all policies and keeps all required documentation and records. Robust recruitment procedures are in place to check the suitability of all staff. The provider knows the necessity to check annually that they remain suitable to look after children. Staff have supervisory and one-to-one appraisal meetings which are used to assess their work and to look at further training opportunities. Staff are encouraged to develop their training to higher qualifications which will further enhance practice to promote children's learning and welfare. This includes the provider herself who is looking to enrol on a level four course in childcare, so providing a good role model to staff. The manager has a clear understanding of learning and development requirements, so monitors these effectively. Staff plan and provide a good range of activities in all areas of learning and staff monitor the children's progress well. As a result, all children make good progress in their learning.

Management works closely with outside agencies which is the pre-school's key strength. Children who require support to close the gaps in learning and development are exceptionally well supported. Management, key persons and outside agencies work very closely on set targets and know individual children's needs to support the children well to

enable them to make progress towards the early learning goals.

Staff work closely in partnership with parents. Parents regularly share with the staff what they have been doing at home, which is used by the staff to enhance the children's individual needs. Detailed daily contact books allow the parents to see what the children have been doing during the day. This provides good continuity of care.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY473557
<b>Local authority</b>	Bromley
<b>Inspection number</b>	951323
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Dawn Brewer
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02088576224

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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, which are usually the childminder's 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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