

# Snuggles Pre-School

43 Carmichael Road, London, SE25 5LS

## Inspection date

Previous inspection date

26/06/2014

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	1
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

- Children make significant progress from their initial starting points as a result of the extensive opportunities available, valuable support from staff and their attention to well-balanced planning for individuals.
- The leadership and management of the setting is good. The manager has a clear vision for the setting's strong practice and parents are fully involved to provide consistency. There are clear systems in place to monitor the provision to enable the children to progress well.
- Children are confident in communicating with the staff as well as each other. Staff are skilled in using open-ended questions to make the children think about what they are doing.
- Support for children with special educational needs and/or disabilities is particular strength, enabling children to make significant progress.

### It is not yet outstanding because

- Staff do not consistently use resources to promote younger children's learning of technology and how these resources work.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play rooms and the garden.
- The inspector spoke with the provider, the manager and staff at appropriate times throughout the observations.
  - The inspector looked at children's learning journeys, planning documents, the childminder's self-evaluation form and a selection of policies and procedures and children's records.
- The inspector spoke with parents to gain their views.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Snuggles Pre-School (South Norwood) registered in 2014. It is one of two settings owned by a private provider. It operates from self-contained premises in South Norwood, in the London Borough of Croydon. Children use several playrooms on the ground and first floor. There is an enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school is open from 9am to 4pm Monday to Friday during term time only. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education to children aged two, three and four years old. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 10 members of staff who work at the pre-school, including the manager. All staff have relevant childcare qualifications. One member of staff has an early years degree and two members of staff hold level four qualifications.

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

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

- strengthen the use of technological equipment to promote younger children's learning and development in this area.

## Inspection judgements

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

All children are making significant progress with their learning and development. Staff provide a good standard of childcare practice by creating an enriching environment where children can play, learn and develop. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children as they ensure that activities are interesting and individualised to meet specific learning needs.

Staff link planning effectively with published guidance documents to support children's learning and development. As a result, staff are able to support each individual child to progress in the seven areas of learning at a level appropriate to their starting points. Staff keep parents well informed about their child's care, learning and development through valuable verbal exchanges upon arrival and collection. Observations demonstrate what children have achieved and include the next steps identified for their individual learning journey. All learning and development requirements are met to a good standard and stand children in good stead for their future learning.

Staff have completed the progress check for children between the ages of two and three years of age. They use the good quality observations that are in place to track children's progress against the developmental milestones. Staff arrange meetings to complete the checks with parents so they are kept informed at all times about their children's progress. All planning is individual for children and takes into account their interests. This is then successfully linked to the learning intentions, which are used by the staff to progress the children across the seven areas of learning. Staff competently track children's progress in order to support children's ongoing development.

Children's personal and social development is nurtured well by the caring and supportive staff. They take time to settle the children, help them to understand their feelings and how they can change. All children play well together and support each other, especially those with special educational needs and/or disabilities.

Children's language development is promoted well through the good quality teaching by the staff. Phonic sessions take place across the nursery and are well taught. All children thoroughly enjoy joining in with the sessions and can pronounce the sounds well. Staff are skilled in using useful questions to promote children's communication development further. They ask the children questions to make them think about what is happening and further promotes their language development as they explain their responses. They have informed discussions about the activities so the children tell them what is happening and what they will be doing.

Older children enjoy using resources to promote their awareness of technology. However, in the younger rooms these resources are not used to fully promote this area of learning with the children. As a result, there are missed opportunities to extend this area with the children. Staff teach children's early writing skills well. For example, staff sit with the children and teach the children well about how to form their letters. Children independently find their names to practise writing. Staff praise the children well which further enhances their self esteem and confidence.

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

Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff adapt the learning environment for individual children. This includes finding out key words from children's home languages, so all children are able to progress with their learning and development, as well as participate in all activities. Staff also adapt the learning environment so children are able to use their specific resources, such as adapted chairs, for children to be able to access tables and resources the same as other children. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements.

The setting has highly effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Staff carry out fire

drills on a regular basis, teaching children to be aware of what to do in an emergency. This is evident in a recent evacuation drill when a cooking activity set off the smoke alarms. The children knew exactly what to do due to the well taught drills by the staff. Children thrive in an environment where a high standard of hygiene practice is maintained. All children learn about good hygiene routines through washing their hands at appropriate times throughout the day. Children enjoy valuable social experiences during snack and mealtimes. Older children serve themselves their own snacks and pour their drinks. This promotes well the children's independence skills. All children wash their hands and come to the table. Staff promote and support children's self help and independence skills consistently well as they as they encourage children to take their plates from the table and to communicate their dietary preferences.

Children thoroughly enjoy and benefit from outside play. The enclosed garden is well equipped to enhance all areas of development. Staff ensure they are well placed to be able to fully meet all of the children's needs. They supervise the children on ride on toys and scooters while encouraging them to explore challenging tasks in a safe way. Such as younger children learning how to balance and to propel themselves forward on the scooters. Very good interaction with the children from staff results in children using their critical thinking skills and increasing ability to problem solve in both physical and role play situations.

A robust key-person system in place helps children to settle well and secure positive relationships with those around them. Key persons work very closely with parents to find out about the children's individual needs. Staff are all highly consistent in their approach to behaviour management. Teaching includes clear and concise boundaries and the children respond very well. Staff also work closely with the local authority to provide support for the staff in dealing with children who may have behaviour difficulties. Staff set goals and meet regularly with parents to ensure they are meeting all children's individual needs. All children work very well together and regularly help each other out during activities. Excellent strategies are in place to teach the children how to work together. Given the children's ages and stage of development they are all exceptionally well behaved.

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

Staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by the staff. Robust risk assessments are in place for the setting and activities the children undertake. Children are well supervised across all areas of the nursery and when on outings. Robust recruitment processes are in place as well as checks to ensure staff are suitable to work with the children. These systems effectively support children's safety.

The leadership and management of the setting is strong and impacts well on children's learning and welfare. Managers and staff work closely together to bring about the best

possible outcomes for the children. The managers carry out regular supervision to make sure staff practice is strong and to highlight any training needs. Documentation is maintained to a good standard. Self-evaluation is strong and clearly shows the settings key strengths and the areas they are currently working on. The parents share their views on the setting and staff gather the views of the children to shape the service that is provided. As a result, the service is responsive to its users. In discussions with the parents they are very happy with the care that is provided by the staff and the quality of the activities that are on offer to promote their children's learning and development.

The effective system for observation, assessment and planning enables staff to quickly highlight any potential gaps in children's learning. Staff have planning meetings and the manager compiles this information. This enables her to monitor the effectiveness of the system and to ensure that the individualised planning supports children to make good progress from their starting points.

Staff work closely in partnership with parents. Regular newsletters allow the parents to be a part of the children's day. It allows them to see what the children will be learning over the next term and what they can do at home to support this learning. The nursery also works closely with children's centres in the area to support and promote the children's learning and development. Teachers from local schools also come into the setting to observe the children that will move into their class. This provides good continuity of care. Staff arrange parents' evenings so the parents can meet with their children's key worker to talk about their progress. Staff work in full partnership with the other agencies caring for the children. They attend regular meetings with workers to develop care plans for the children. This strongly enhances the setting's ability to meet children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY472637
<b>Local authority</b>	Croydon
<b>Inspection number</b>	949829
<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>	25
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Samantha Minter
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07960 348969

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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