

Lavender Pre-School - Beddington



Beddington Village Hall, 1-5 Beddington Lane, Croydon, CR0 4TG

Inspection date 8 July 2015
Previous inspection date 15 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Frequent observations and assessments enable staff to plan efficiently for children's next steps in their learning. As a result, children progress well.
- Staff maintain positive partnerships with parents. Effective systems help ensure parents are aware of what their children do and how they are progressing.
- Staff effectively meet the individual needs of children with special educational needs and/or disabilities. The special educational needs coordinator works effectively with staff and other professionals to promote and encourage children's development.
- Children behave well as they receive praise for their achievements and build positive relationships with staff.
- Continuous evaluation and improvements are ongoing to ensure good outcomes for children. For example, parent questionnaires and discussions help the manager and staff implement positive changes in all areas of the environment.

It is not yet outstanding because:

- Staff do not always make the most of all opportunities to support children's creative imagination.
- Some staff do not always use every opportunity to extend children's language and communication skills during play activities.

What the setting needs to do to improve further

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

- improve opportunities for children to develop further their creative imagination in play activities
- ensure staff use all opportunities to extend children's thinking to extend their language and communication skills.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed children's activities during their play, both indoors and outdoors.
- The inspector looked at children's records, planning documentation, and policies and procedures.
- The inspector had a discussion with the manager and talked with members of staff.
- The inspector spoke to parents to gain their views.

Inspector

Andrea Ulett

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Staff use an effective system to record children's individual interests in order to plan well. Children independently access a good range of low-level resources. They make good choices as they move freely from one activity to another. For example, some children engaged with staff to stick tape on the floor to make road markings for cars and trains. Other children enjoyed practising their early writing using a variety of materials, such as letter stencils. Children display their own work on the low-level board and this promotes their self-esteem. Staff prepare children effectively for a smooth move to school. For example, the 'home corner' becomes a role play school with a variety of local school uniforms and book bags, in addition to photographs. The staff and manager develop good working partnerships with local schools to help with the move.

The contribution of the early years provision to the well-being of children is good

Staff know children well. They motivate and encourage children within the play activities. Staff respond to children's cues and interests by asking them what they would like to do and supporting them by sitting close by. They promote a healthy lifestyle for children by encouraging them to wash their hands before mealtimes. Children engage in outdoor play with a wide range of large play equipment where staff encourage children to manage their own risks as they climb up and over the climbing frame. This promotes their physical well-being, safety awareness and confidence.

The effectiveness of the leadership and management of the early years provision is good

Staff have a good understanding of the safeguarding and welfare requirements. For example, they are securely aware of the child protection procedures to follow to help safeguard children. Management implements regular supervisions and staff meetings to ensure they all maintain good outcomes for children and professional practice. The manager regularly monitors and reviews children's progress to identify and plan for any learning gaps. Staff review policies that they routinely share with parents so that they are aware of the pre-school procedures. Staff attend training that has a positive impact on children's learning and develops the knowledge they have already acquired from their qualifications. For example, training has helped staff to use different methods of communicating with children, such as signing. This enables and encourages children to make more play choices. Staff encourage parents to support children's learning at home.

Setting details

Unique reference number	EY347975
Local authority	Sutton
Inspection number	835206
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	35
Name of provider	Helen Elliott
Date of previous inspection	15 March 2011
Telephone number	07914 819730

Lavender Pre-School - Beddington is one of two settings owned by an individual provider and registered in 2007. The pre-school operates from a community hall in Beddington, in the London Borough of Sutton. It is open from 9.30am until 1.30pm on Monday, Tuesday, Wednesday and Friday, and from 9.30am to 12.30pm on Thursday, term time only. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are eight staff who work at the pre-school, all with relevant childcare qualifications. The pre-school receives funding for free early education for children aged two, three and four years.

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