

St Andrews Pre-School

134b Burnt Ash Lane, Bromley, BR1 5AF



Inspection date

Previous inspection date

28 April 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have a good understanding of how to implement the welfare requirements which help promote safety and security effectively.
- Children are happy, settled and have good relationships with their key person and each other. This helps to promote good levels of emotional well-being and confidence.
- The staff observe and assess children's development. They are knowledgeable about children's achievements and plan for their next steps effectively. Children make good progress in their learning and development.
- Staff build positive relationships with parents and children when they first start the pre-school. Parents speak highly of the staff's warm and attentive approach.
- The manager supports staff to develop their childcare knowledge, for example, by offering them regular opportunities to complete further relevant training.

It is not yet outstanding because:

- On occasion, staff do not organise large group activities effectively to focus on younger children's needs and abilities.
- Staff sometimes overlook opportunities to encourage all children to share their ideas and develop critical-thinking skills.

What the setting needs to do to improve further

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

- ensure that younger children fully benefit from group activities that meet their needs and support their learning and development
- support staff to consistently recognise and extend opportunities for children that help them to share their ideas and use critical-thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had discussions with the manager and deputy manager about policies, procedures and methods of assessing and planning for children's progress.
- The inspector carried out joint observations with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection, viewed their written feedback and took account of their views.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what to do if they have concerns about a child's safety or welfare. Staff keep the premises safe. For example, they regularly risk assess the indoor and outdoor areas and supervise unannounced visitors. The manager uses a variety of different methods that support the professional development of staff. For example, she makes valuable use of external advisers' guidance to improve outcomes for children. Self-evaluation is ongoing. The manager encourages parents and staff to share their thoughts and ideas. The manager completes regular monitoring of children's achievements to identify and address any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff plan a good range of activities to interest children across the age groups, overall. Staff regularly observe children and use these observations appropriately to plan individual next steps in their learning. Children practise early writing and they handle and use pens and pencils. Children show an interest in counting and numbers. They learn about sizes, shapes and how to solve simple mathematical problems in everyday situations. For example, they talk about the shapes of their biscuits when undertaking a cooking activity. Staff help children to build their vocabulary and speaking skills. For example, older children listen to others talk and learn to express themselves. Children learn about technology and operate a variety of different technological equipment.

Personal development, behaviour and welfare are good

Children have good relationships with staff and settle well. Staff promote children's good health. For example, snacks are healthy and nutritious and children benefit from regular activities outdoors. Staff teach children about the importance of good behaviour. For example, children learn to take turns, listen, share and follow instructions. Staff promote children's understanding of safety effectively in the setting. For example, children talk to staff about how they must not run when inside to avoid injury.

Outcomes for children are good

Children make good progress from their starting points. Children enjoy the responsibility of being independent. They have good imaginative skills and use the resources to support their interests and ideas. For example, children put on dressing-up clothes and pretend to be doctors. Older children learn to concentrate and listen attentively to stories. They learn to recognise their name, such as on their coat pegs.

Setting details

Unique reference number	EY497364
Local authority	Bromley
Inspection number	1035354
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	58
Name of registered person	Christopher Mark Wood
Registered person unique reference number	RP901316
Date of previous inspection	Not applicable
Telephone number	07920424148

St Andrews Pre-School registered in 2015. The pre-school employs eight members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and two hold a qualification at level 6. The pre-school opens from Monday to Friday, term time only. The pre-school provides sessional day care from 8.45am to 3pm, with a breakfast club from 8.15am to 8.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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