

Maryfield Pre-School 1

73 Leysdown Road, London, SE9 4UB



Inspection date 14 September 2017
Previous inspection date 14 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers evaluate effectively to develop their provision further. They tailor their service well to meet the needs of children and their families.
- Staff use highly effective strategies to support children's social and emotional well-being. They work well with parents and establish strong bonds with children from an early stage. As a result, most children settle into the pre-school extremely quickly.
- Staff have regular opportunities to discuss their professional development with leaders. They receive support to enhance their knowledge and teaching practice. All children make good progress, given their starting points.
- Parents speak highly of the service they receive. They value the information about their children's learning that is regularly shared by staff.
- Children's moves to school are successful. Children are well prepared for their next stages in learning. They are supported to become motivated and independent learners.

It is not yet outstanding because:

- There are few opportunities for children who speak other languages at home to learn new words and vocabulary.
- Leaders and managers do not consistently monitor the progress made by different groups of children as well as they do for individual children.

What the setting needs to do to improve further

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

- increase the opportunities for children who speak other languages at home to learn new words and vocabulary
- refine the system for monitoring children's learning so that the progress made by different groups of children can be more clearly identified.

Inspection activities

- The inspector reviewed documents, including children's learning records, documentation for staff and information about complaints.
- The inspector assessed the quality of interactions between staff and children, and the impact of this on children's learning.
- The inspector considered the views of parents during the inspection visit.
- The inspector jointly observed and discussed a children's activity with the manager.
- Discussions were held with staff at appropriate times.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of the potential risks posed to children and know how to report concerns should the need arise. The provider is clear about when to escalate concerns to Ofsted or other agencies. Leaders and managers support staff to complete training. Staff use their increased knowledge well and support children effectively. The provider regularly seeks the views of parents. She uses feedback from them to enhance her service. For example, the provider has ensured parents know more about their child's key person and has reviewed how to better share information about children's learning.

Quality of teaching, learning and assessment is good

Staff provide activities and resources that support children's understanding of themselves and others. For example, children look in mirrors and look closely at their features as they draw themselves. Staff help children to develop good mathematical skills, such as when they count up to the number of children who register each morning. Their assessments of children's learning are accurate and they identify when children need additional support with their learning. They communicate and work well with parents to secure the help that children need. Staff seek advice and support from other professionals when necessary. They provide opportunities for children to develop their early literacy skills well. For example, children recognise and choose their names on arrival.

Personal development, behaviour and welfare are outstanding

Staff provide highly effective support for children to develop good social and emotional skills. Children are consistently engaged in activities. They are motivated to learn and eager to share their achievements with their key staff. For example, they run outside to show staff the pictures they have made of themselves. Staff give high levels of praise and encouragement to children. This contributes to children's increasing self-esteem and confidence. The key-person system is highly effective. Staff are extremely attentive and support children well as they settle. These children quickly become used to new routines and learn new skills, such as when they use tongs to serve themselves fruit. Staff form strong attachments to children and know them well. They skilfully reinforce the 'golden rules' in ways that children understand. They sensitively ask children about their personal care needs without interrupting their play and learning.

Outcomes for children are good

Children develop the small muscles in their hands well, for example, as they pick out grains of coloured rice. They enjoy dancing with each other as they move and sway their bodies to the beat of the music. They recognise and speak about the differences in themselves and others. Children gain confidence as they learn how to look after their personal care needs independently. They learn how to behave well and communicate their feelings in positive ways. They are well prepared for the next stages in their learning and for school.

Setting details

Unique reference number	EY473568
Local authority	Greenwich
Inspection number	1069983
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	31
Name of registered person	Dawn Brewer
Registered person unique reference number	RP516752
Date of previous inspection	14 May 2014
Telephone number	02088514874

Maryfield Pre-School re-registered in 2013 and has a sister pre-school in Bromley. It is located near Mottingham, in the Royal Borough of Greenwich. The pre-school is open each weekday from 9am to 3pm, during term times only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Nine members of staff work directly with children, including a part-time early years teacher. The manager holds a relevant qualification at level 5 and a further five staff hold qualifications at level 3 or above.

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