

Marvel Pre-School

All Saints Church Hall, Monson Road, London, SE14 5EH



Inspection date	28 September 2017
Previous inspection date	10 September 2013

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager work together well to evaluate and review the provision. The manager seeks the views of parents as part of her drive for continuous improvement and to maintain a good service.
- Staff receive regular and effective support to improve the quality of their teaching. All children make good progress.
- Staff build good relationships with the children in their care. Children quickly settle into the pre-school routine. Their emotional well-being is supported well.
- The provider makes good use of the space available. Effective systems are in place to help assure children's safety in a multi-use building.

It is not yet outstanding because:

- Staff do not make the most of opportunities to enable children to see and hear the languages that they speak at home during their play and learning.
- The information that staff share with parents does not support them in becoming fully involved in their children's learning.

What the setting needs to do to improve further

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

- extend the opportunities for children to see and hear the languages they use at home during their play and learning
- build on existing partnerships with parents so that they are more aware of the learning that takes place and can better support children's learning at home.

Inspection activities

- The inspector reviewed documents, including information and learning records for children, documentation relating to staff, parent questionnaires and nursery policies.
- The inspector jointly observed and discussed a children's activity with the manager.
- The inspector observed the quality of interactions between staff and the children, and considered the impact of these on children's learning.
- Discussions were held with staff at appropriate times.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The provider uses the views of parents and outside professionals to evaluate and make improvements to her service. For example, staff have completed training to improve and update their knowledge. The manager also provides effective coaching to staff to improve their teaching practice. This contributes to the good progress that all children make. Safeguarding is effective. Staff are aware of the potential risks posed to children and know how to report concerns should the need arise. The manager is clear about the referral procedures to use and works well with other agencies when needed. Staff are clear about how to keep children safe and implement nursery procedures well to maintain children's safety and security.

Quality of teaching, learning and assessment is good

Staff interact with children well. They provide good opportunities for children to count, sort and recognise shapes. For example, staff select helpers to count the number of children sitting on the carpet during register time. This contributes to children's mathematical development. Staff help children to link sounds to letters at group time. They support children to recognise the letters in their names. This helps to develop children's early literacy skills. Staff provide activities that children enjoy. Children giggle and laugh while pointing to parts of their body during action songs. Staff are aware of what children know and can do from an early stage. They plan effectively, following children's interests.

Personal development, behaviour and welfare are good

Children behave well and staff support them to understand the feelings of others. Children share, negotiate and take turns as they play. This contributes to their good social and emotional development. Staff tend to children's personal care needs well, such as changing children into dry clothes after water play. The key-person system is effective and children are happy and settled. Discussions between staff and parents support staff's understanding of children's experiences outside of the pre-school. This contributes to children's emotional well-being and helps staff to plan activities based on what children already know. Staff provide opportunities for children to develop independence and good self-care skills. For example, children take off their coats and put their rucksacks away on arrival, and pour their own drinks during lunch.

Outcomes for children are good

Children use their imaginations well as they play with pretend food. They develop physical skills as they push each other along while sitting on wheeled toys. They use the small-hand muscles they need for early writing, for example, as they pour water and squeeze toys during water play. They practise using their listening and attention skills during group time. All children are well prepared for their next stages in learning, and for school.

Setting details

Unique reference number	EY281220
Local authority	Lewisham
Inspection number	1061758
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	14
Number of children on roll	11
Name of registered person	Marvel Childcare Limited
Registered person unique reference number	RP531370
Date of previous inspection	10 September 2013
Telephone number	07830 364390

Marvel Pre-School registered in 2004. It is located in the New Cross area, within the London Borough of Lewisham. It is open Monday to Friday from 9am to 1pm during term time. The nursery receives funding for the provision of free early education for children aged two, three and four years. Four staff work directly with the children. The manager holds a relevant qualification at level 6 and the remaining staff are qualified to level 3.

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