

# Royal Eltham Pre - School

St. Lukes C of E Church, Westmount Road, London, SE9 1XQ



## Inspection date

7 December 2017

Previous inspection date

20 May 2015

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

## Summary of key findings for parents

### This provision is outstanding

- The highly skilled leaders and staff team have worked effectively together for many years. They consistently provide an extremely wide range of interesting and stimulating activities and resources. Children are excited and motivated learners who are eager to join in.
- The leaders regularly reflect on practice and staff performance to consistently provide very high quality childcare provision. Staff attend regular training and the leaders arrange staff training days to develop and update their skills and knowledge even further.
- Children are emotionally secure. Children form close relationships with staff and each other and their behaviour is excellent. Leaders complete home visits. They get to know the children and parents, which helps children settle extremely quickly.
- All children make excellent progress from when they first start. Staff expertly deliver regular, targeted group sessions to support and extend children's early language skills.
- Partnerships with parents are exemplary. Parents are extremely happy with the care of their children and say the pre-school is, 'fantastic'. They receive weekly newsletters and volunteer their time. For example, staff, parents and children recently visited the local theatre to watch the Ugly Duckling.

## What the setting needs to do to improve further

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

- extend the already excellent range of resources to build on and challenge children's understanding of mathematics even further.

### Inspection activities

- The inspector had a tour of the premises indoors and outdoors to ensure safety and suitability for the children.
- The inspector completed a joint observation with the manager. They discussed the quality of activities and the impact these have on children's learning and development.
- The inspector spoke to parents to seek their views.
- The inspector viewed documentation, such as policies and procedures, public liability insurance, paediatric first-aid certificates, children's records and cohort tracking.
- The inspector observed children during their play, indoors and outdoors.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leaders and staff have an excellent knowledge of the procedures to follow if they have any concerns about a child's welfare. They regularly update their knowledge to ensure they are able to identify children who may be at risk of neglect or abuse. Staff carry out robust risk assessments and daily checks in all areas of the pre-school. They know how to minimise risk and to keep children safe. Safeguarding is effective. Highly effective induction procedures ensure students are suitable to work with children and help them towards a relevant qualification in childcare. Leaders monitor and supervise the staff extremely well. For example, they regularly hold meetings and consistently check their ongoing suitability. There are highly effective arrangements to ensure parents are able to contribute actively to their children's learning. For example, children choose books or story sacks to take home and share them with their parents.

### Quality of teaching, learning and assessment is outstanding

Leaders and staff have high expectations of what children can achieve. They plan an excellent range of rich, varied and imaginative experiences. For example, children learn about the life cycle of caterpillars and chickens. Children look after the chicks at the weekend, to further develop an understanding of how to show care and concern for living things. Leaders meet the needs of different groups of children exceedingly well. For example, they tape paper to the floor under the construction table and provide crayons to encourage children to extend their play with their early writing skills. This is particularly enjoyed by children who prefer to make marks on a large scale. Staff help children to excel in their communication. They teach children to label objects, sing rhymes and use sign language. Staff model language expertly. Leaders recognise the potential to enhance the already excellent opportunities to further support children's early mathematical development.

### Personal development, behaviour and welfare are outstanding

Children have excellent relationships with staff. Leaders and staff organise the excellent learning environment and resources exceedingly well. For example, children use play screwdrivers to assemble and dismantle constructions, helping them to explore and investigate how things work. Children scream with delight as they dip their fingers in the cold, pretend snow. Leaders and staff very successfully help children to respect and appreciate similarities and differences in the lives and beliefs of people and communities. For example, children enthusiastically listen to, and join in, as staff tell the nativity story using props and music. Staff sensitively support children who are moving on to school, including by taking groups of children to visit their new school.

### Outcomes for children are outstanding

Children are exceptionally independent and follow simple rules extremely well to keep safe. For example, they quickly learn how to put on their coats and to walk safely when they are indoors. They learn excellent literacy skills and are extremely well prepared for the next stage in their learning, including school. For example, older children write their name and count beyond 10.

## Setting details

<b>Unique reference number</b>	509639
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1091167
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Royal Eltham Pre-School Committee
<b>Registered person unique reference number</b>	RP519237
<b>Date of previous inspection</b>	20 May 2015
<b>Telephone number</b>	0208 859 7718

Royal Eltham Pre-School opened in 1971 and is run by a parent management committee. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school opens five days a week, during term time only. Sessions are from 9.15am until 12.15pm, and parents have an option for children to stay from 9.15am until 3pm. There are six members of staff in total, two of whom hold qualifications at level 5 and four are qualified at level 3.

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