

Dunelm Grove Pre-School

23 Dunelm Grove, West Norwood, London, SE27 9JP



Inspection date

11 December 2017

Previous inspection date

13 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff help older children to build on their mathematical skills. For example, children learn to identify number symbols and they learn to represent numbers with their fingers. Staff introduce children to mathematical language, such as 'long' and 'short'. Children make good progress towards the next stages in their learning.
- Staff praise children for their efforts. For example, when children help to clean the table in preparation for snack time staff say 'Perfect job! Well done!' and children smile happily. Children build positive self-esteem, confidence and a sense of belonging.
- Children build on their imagination and creativity. For example, young children explore making handprints with paints. Older children learn to assign meaning to marks. For instance, a child created a blue picture and commented that it looked like the bath.
- Partnerships with parents, professionals and other settings are strong. For instance, staff share activity ideas with parents to help encourage them to continue children's learning at home. They share information effectively with professionals, such as speech and language therapists, and with schools. This helps to support a shared approach to children's care and learning.

It is not yet outstanding because:

- On occasion, staff miss opportunities to capture young children's interest during some of the group activities that they share with older children.
- Staff do not offer the best possible support to develop children's early reading skills.

What the setting needs to do to improve further

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

- review and improve the organisation of group activities to reflect the interests of younger children more fully
- increase opportunities for children to build on their early reading skills.

Inspection activities

- The inspector observed children, and staff interactions with them.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held discussions with the provider and manager at appropriate times.
- The inspector took account of the views of parents and children.
- The inspector carried out a joint observation with the manager and assessed how she reviews staff performance.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

The management team develops targeted action plans for improvements and has successfully addressed the actions and recommendations raised in the previous inspection. For instance, the manager has developed effective systems to supervise staff. She carries out regular observations of teaching practice and effectively identifies staff training needs. She monitors children's progress regularly and guides staff well to help them minimise gaps in children's learning. Staff use their knowledge and skills effectively, to plan for groups of children, such as boys. The provider had not informed Ofsted of members who joined the committee, as required. However, this did not pose a risk to children as committee members do not have unsupervised access to the children. The manager has subsequently taken appropriate action to address this. She ensures that all those who have unsupervised access to the children are suitable for their roles. Safeguarding is effective. Staff understand their responsibility to protect children in their care and know how to identify and refer concerns for children's welfare.

Quality of teaching, learning and assessment is good

Staff provide interesting opportunities to help encourage children to learn to identify and name colours. For example, older children eagerly find different objects from the environment and group them based on colour. Staff engage well in children's play. For example, as young children explore the doll's house they ask them simple questions and encourage their responses. Children learn to use gestures, such as pointing, and they learn to repeat words that staff introduce. This helps them to build on their communication and language skills. Staff support an inclusive ethos. They plan well to help children learn about the wider world. They provide opportunities for children to listen to stories and songs in different languages. These activities help children to learn to value differences. Staff plan well to support children's interests, including special outings to places such as a farm.

Personal development, behaviour and welfare are good

Staff provide good opportunities to help children build on their physical skills. For instance, children learn to move and handle objects as they build structures with soft-play equipment. Older children share enjoyable experiences with staff as they excitedly throw balloons in the air and learn to pass them to each other. Young children build close relationships with their key person, and parents express positive views about the supportive staff. Children are emotionally secure. Staff show children how to peel oranges in preparation for snack time. This helps to support children's independence.

Outcomes for children are good

Older children learn to describe emotions. For example, they comment that the dinosaur in the story is sad because he is not feeling very well. Children learn to take account of the needs of others and share and take turns well. Young children build on their self-help skills. For instance, they learn to wash paint off their hands after an art activity. All children are prepared well for the next stages in their learning and their move to school.

Setting details

Unique reference number	144053
Local authority	Lambeth
Inspection number	1080594
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 - 3
Total number of places	20
Number of children on roll	13
Name of registered person	Dunelm Grove Pre-School Committee
Registered person unique reference number	RP911111
Date of previous inspection	13 December 2016
Telephone number	02086702498

Dunelm Grove Pre-School registered in 1993. It is located in West Norwood, in the London Borough of Lambeth. It operates from 9am until 3.30pm from Monday to Friday, during term time only. There are four members of staff including the manager. Of these, three staff hold qualifications at level 3 and one holds a qualification at level 2.

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