

# Maryfield Pre-School 2

Mottingham Community Centre, Kimmeridge Road, Mottingham, London, SE9 4EB



## Inspection date

10 January 2018

Previous inspection date

13 March 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff establish positive relationships with children. They get to know their individual personalities well. This helps children confidently settle quickly and happily in their play.
- Children have good opportunities to explore the world around them. For example, they learn about what animals live in what habitats, such as Arctic wolves in snowy Greenland.
- Staff keep parents involved and informed in their children's learning. For example, they regularly share activity ideas, such as crafts children enjoy at the pre-school.
- Children develop good early writing skills in interesting ways to support their future learning. For example, they make marks as they move cars with pens attached to them.
- There are good opportunities for children to develop an understanding of other people's differences. For instance, they learn simple words in other languages, such as Spanish.
- The manager and staff effectively evaluate their current practice together. For example, they discuss their practice daily and talk about the daily activities to ensure that they are motivating all children to learn. Staff use the feedback to support their action plans.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to challenge children's physical skills more extensively.
- Staff miss some opportunities to develop children's interest and skills in early mathematics as they play to help them gain even more skills to support their future learning.

## What the setting needs to do to improve further

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

- build further on children's physical play opportunities to consistently challenge them to develop their skills and gain more control in different larger and more complicated movements
- extend children's opportunities to develop their interest and knowledge in their early mathematical skills even further.

### Inspection activities

- The inspector observed staff interactions with children and assessed the impact on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager closely monitors the consistency of staff practice. For example, she observes them daily and they have regular individual meetings to discuss staff performance. The manager and staff are keen to extend their knowledge and skills even further. For example, they attend regular training, such as learning how to support children to manage their feelings and encourage good behaviour. Staff establish positive relationships with other early years professionals. For instance, they regularly meet with other settings children also attend to share activity ideas. This helps provide children with a good link between the care and learning they experience at both settings. Staff use additional funding effectively to meet children's individual learning needs. For example, they purchase early reading resources, such as word and letter recognition games. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding and child protection procedures to help protect children's safety and welfare. They know whom to contact to follow up concerns they may have about a child.

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

The manager and staff closely monitor children's progress. This helps them to promptly highlight any gaps in their development. Staff provide children with good individual support to close the gaps swiftly. Staff effectively help prepare children for their eventual move to school. For example, children learn to be independent, such as confidently choosing their own play. Staff extend children's play well. For instance, children who are excited by making a space rocket and dressing as an astronaut are encouraged to research music that represents moon walking and they listen to the rhythm and act out walking on the moon.

### Personal development, behaviour and welfare are good

Children are confident to communicate their ideas. Staff support children's speaking skills well. For example, they reinforce the correct pronunciation of words with respect. Staff are positive role models and children learn to be polite and they behave well. Children maturely share and take turns with resources and play happily together. Children learn the importance of healthy eating. For instance, they are keen to explore healthy foods as they prepare and taste interesting fruits, such as pineapples and plums.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their individual starting points. For example, children learn about other countries as they listen to Spanish music and flamenco dance. All children gain good abilities to support their future learning. For example, they have a keen interest in exploring a wide range of reading materials. Children learn about life cycles, such as when they excitedly watch caterpillars flourish into butterflies before releasing them into the wild.

## Setting details

<b>Unique reference number</b>	EY473557
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1069982
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Dawn Brewer
<b>Registered person unique reference number</b>	RP516752
<b>Date of previous inspection</b>	13 March 2014
<b>Telephone number</b>	02088576224

Maryfield Pre-School 2 registered in 2013. It is located in Mottingham, in the London Borough of Bromley. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. It employs seven members of staff, five of whom hold a relevant early years qualification at level 2 or above, including one member of staff who holds early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

