

# Old Bexley Village Pre-school

Manor Road, Bexley, Kent, DA5 3LX



## Inspection date

26 April 2018

Previous inspection date

5 May 2015

| 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 managers and staff set up a great learning environment for children, having their needs and interests in mind. They provide interesting and stimulating activities, and good access between the indoor and outdoor environments. Children benefit from the secure and nurturing environment. They keep motivated and stay engaged in learning.
- Children form positive relationships with staff and their peers. Staff give children lots of praise and encouragement to help them gain confidence and independence. This promotes children's emotional well-being effectively.
- Children have many opportunities to develop early writing skills. They learn that writing can be used for different purposes, such as during role play.
- Children follow good hygiene routines and enjoy healthy snacks. This helps promote their good health.
- The managers and staff have effective partnerships with other early years professionals and outside agencies. Together they ensure children receive the needed support to make the best progress possible.

### It is not yet outstanding because:

- Not all parents are aware of their children's next step in learning. Consequently, they cannot always effectively contribute to their children's learning.
- Some staff are slightly less confident and effective than their colleagues in certain aspects of teaching, such as leading large group sessions.

## What the setting needs to do to improve further

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

- create more opportunities for parents and carers to contribute actively to children's learning
- target support for staff even more precisely to address some minor inconsistencies in the quality of teaching.

### Inspection activities

- The inspector observed activities in the main rooms and in the garden.
- The inspector spoke with the managers and staff at appropriate times throughout the inspection.
- The inspector looked at children's records, learning journeys, planning documents, the development plans and a selection of policies and procedures.
- The inspector completed two joint observations, one with each manager, to evaluate staff's teaching.
- The inspector talked to parents and took account of their views.

### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to keep children safe. They know the correct procedures, should they have concerns about a child's safety or welfare. Staff attend safeguarding training to keep their knowledge up to date. The managers and staff regularly evaluate the provision, including the parents' and children's views. This helps to develop the setting further. For example, the planning was changed to ensure that children's individual interests are taken into account weekly. Additionally, the book corner was changed, which had a positive impact on children. They use this area regularly to look at books. Managers monitor children's progress and staff's performance regularly. This helps identify any gaps in children's learning quickly as well as identify training needs for staff.

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

Staff recently adjusted the planning to make it more effective. They use their daily observations of children to plan spontaneously to ensure their needs and interests are met. Children show more involvement in activities and are exploring additional resources to extend their play. They have many opportunities to develop their imagination during activities, such as role play, playing with dough or painting. Staff support children's learning, demonstrating how to use the resources to extend children's play. Children ride bicycles, looking at how fast they can be, and learn how to use the climbing equipment in safe ways. The key-person system is effective. Staff make accurate assessments of the children and share the two-year-old progress check with the parents.

### Personal development, behaviour and welfare are good

Staff help children learn about safety. For example, they have regular fire drills where children learn the procedures to take to help them stay safe. Children share resources and talk about their ideas during their play. For example, older children offer additional resources to the younger ones to help them to make marks and draw. Children form secure attachments to staff who help them settle in. They gather information from parents to help them plan and assess effectively from the start. The resources are easily accessible for children in each area, which helps children to extend their play and encourages their decision-making skills. For example, when children play 'shops' they get pens and paper to write down what they need to buy.

### Outcomes for children are good

Children learn about mathematical concepts. They confidently talk about how much a caterpillar grew, comparing sizes and estimating what colour the butterflies might be. All children make good progress in regards to their starting points, including those who have special educational needs and/or disabilities. Children develop good social skills and learn about following instructions. For example, older children support the younger ones to settle in. They help them get familiar with the environment and play alongside them. These are some of the skills needed for their move to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 115355                                      |
| <b>Local authority</b>                           | Bexley                                      |
| <b>Inspection number</b>                         | 1089145                                     |
| <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>                     | 2 - 4                                       |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 39  |
| <b>Name of registered person</b>                 | Sharon Bernardi & Wendy Coltman Partnership |
| <b>Registered person unique reference number</b> | RP903103                                    |
| <b>Date of previous inspection</b>               | 5 May 2015                                  |
| <b>Telephone number</b>                          | 07487228910                                 |

Old Bexley Village Pre-school registered in 1996. It is located in Bexley, Kent. The pre-school is open each weekday from 9.30am to 12.30pm, during term time. It receives nursery education funding for two-, three- and four-year-olds. There are seven staff, all of whom hold a recognised childcare qualification, including one who holds qualified teacher 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

