

Lavender Pre-School - Beddington



Beddington Village Hall, 1-5 Beddington Lane, Croydon, CR0 4TG

Inspection date 17 May 2018
Previous inspection date 8 July 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

- Staff work well together as a team. They are good role models demonstrating to the children how to care and show respect for each other.
- Children who have special educational needs (SEN) and/or disabilities are supported well. Staff are committed to working in partnership with parents and other professionals. This helps to ensure each child receives the individual support they need to make good progress in their learning.
- Staff provide a welcoming and well-organised environment. The well-established staff team and familiar routines help children settle well and feel secure. Children build strong relationships with each other and with staff.
- Parents speak very positively about the care and learning opportunities their children receive. They value the continued support and dedication from the staff team, which enhances their children's well-being.
- Staff know the children very well. They use observations, and this acquired knowledge to make accurate assessments of individual children and plan the next steps in their learning.

It is not yet outstanding because:

- Managers do not always make the best use of monitoring to track the progress of different groups of children and promote their rapid progress.

What the setting needs to do to improve further

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

- strengthen the current monitoring systems to track the progress of different groups of children even more precisely.

Inspection activities

- The inspector spoke to the manager and other staff at appropriate times during the inspection.
- The inspector checked the suitability of staff and sampled various documentation.
- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector spoke to parents to seek their views.
- The inspector engaged in a joint observation with the manager.

Inspector
Helen Craig

Inspection findings

Effectiveness of the leadership and management is good

The manager is ambitious and uses self-evaluation with the staff to make ongoing improvements to the nursery. As a result, a second role-play area has been added and the children are involved in making choices about activities. Safeguarding is effective. All staff have a good understanding of how to keep children safe. They know the procedures to follow if they have any concerns regarding their welfare. The staff work well together to create a safe environment. Robust systems are in place to ensure staff are suitable to work with children. Staff receive regular supervision and training, which supports them to raise their skills and improve practice.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities and learning opportunities. They engage well with the children and extend play to improve their learning. For example, water play with straws and balls developed into the children experimenting with different objects to test if they would float or sink. A range of exciting activities supports children with school readiness, for example, counting and number recognition while playing hop-scotch, making shapes with play dough and learning phonic sounds at story time. Staff skilfully use questioning and challenges to encourage children to become independent. For example, during tidy-up time children are asked, 'How many bricks can you carry?' and 'How can we move the balls?' The key-person system works well. Parents are kept updated regularly on their children's progress and information is shared through weekly updates, which supports the continuity of learning between nursery and home.

Personal development, behaviour and welfare are good

Staff support children with the transition to school. For example, they invite teachers to visit the nursery to meet the children, which helps build their confidence. Children learn about good hygiene practices, such as washing their hands before eating food. Staff promote messages about healthy eating at snack time. Children are independent. They butter their crackers, peel fruit and pour their own drinks. They sit together, laugh, chat and enjoy social interactions. Children have good opportunities to develop their physical skills using climbing frames and riding bicycles.

Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress from their starting points and are well prepared for their next stage of learning. Children are motivated and independent learners who communicate well. They enjoy being challenged, which supports them to explore their ideas and explain their understanding. Children develop good early reading and writing skills. For example, younger children recognise their names and older children write letters to form their names.

Setting details

Unique reference number	EY347975
Local authority	Sutton
Inspection number	1129794
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	30
Number of children on roll	39
Name of registered person	Helen Elliott
Registered person unique reference number	RP513759
Date of previous inspection	8 July 2015
Telephone number	07982 253004

Lavender Pre-School - Beddington registered in 2007. It is one of two settings owned by an individual provider. It is open from 9.15am until 2.15pm on Monday, Tuesday, Wednesday and Friday, and from 9.15am to 12.15pm on Thursday, during school term time. The pre-school employs eight members of childcare staff, all of whom hold an appropriate early years qualification at level 3. The pre-school supports children who have SEN and/or disabilities and those who speak English as an additional language. The pre-school receives funding for free early education for children aged two, three and four years.

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