

Goldsmiths Community Preschool

GOLDSMITHS COMMUNITY CENTRE CASTILLON ROAD, LONDON SE6 1QD



Inspection date	25 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The manager continually reflects on the learning environment, reviewing resources used and identifying any gaps. She provides support to staff to ensure they are confident in their role, and welcomes the views of parents and children to drive improvement forward.
- The key-person system works effectively. The children form strong attachments with all staff, and are safe and secure within the nursery's warm and welcoming environment.
- Partnerships with parents are strong. Parents speak very positively about the care and learning their children receive. Staff keep parents well informed about their children's progress. They actively promote continuity of learning at home with strong home links, including regular newsletters and facilities for sharing resources, for example, science experiment bags. Children make good progress in their learning.
- Staff know the children well. They use their knowledge to observe the children and plan for their individual needs, identifying next steps in their learning.
- The manager works in close partnership with other professionals to offer additional support to improve all children's outcomes, including those who have special educational needs (SEN) and/or disabilities.

It is not yet outstanding because:

- The manager has begun to support staff to implement updated systems for observations and assessments, but these are not embedded.
- Staff do not consistently give children time to answer questions or think for themselves to consider their responses.

What the setting needs to do to improve further

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

- embed the newly updated systems for observations and assessments to help promote children's progress further
- make sure children have enough time to respond to questions and fully develop their thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the curriculum leader.
- The inspector took account of the views of parents spoken to on the day of the inspection and expressed in written feedback to the nursery.
- The inspector looked at children's records and discussed with staff how they record and monitor children's progress.
- The inspector held a meeting with the manager and looked at relevant documentation, including staff supervisions, risk assessments, policies and procedures.

Inspector
Helen Craig

Inspection findings

Effectiveness of leadership and management is good

The manager enthusiastically leads a committed staff team. Safeguarding is effective. All staff have completed training, and the manager ensures that they are knowledgeable and confident about their individual responsibility to keep children safe and protect their welfare. The manager regularly evaluates practice and takes the views of parents and children into account. For example, they had a 'take over the kitchen' day, where the children planned and wrote the menu and were involved in preparing and cooking their lunch and tea. Staff identified that the teaching of mathematics to young children needed developing, The manager arranged training and improvements have been made to the good teaching to improve outcomes.

Quality of teaching, learning and assessment is good

Teaching is strong. Staff engage children in a wide range of exciting and challenging activities, using learning opportunities to promote early literacy and mathematical skills. For example, older children write their names on their work and younger children make marks in salt. Younger children find and count dinosaurs in spaghetti and match pegs to correspond to numbers. Older children have discussions about how tall flowers can grow, measuring to see if they grow taller than themselves. Staff make learning enjoyable and the children are constantly motivated. Children use their imaginations well, such as in the mud kitchen. Older children use play dough to pretend to make sausages and burgers, and cook on the barbeque, while the younger children add fresh herbs to their dough to make different flavoured ice cream.

Personal development, behaviour and welfare are good

The children's behaviour is good. Staff use simple, effective ways to manage behaviour, helping children learn what is acceptable. For example, they use a puppet and encourage children to follow 'Officer Goldsmith's rules'. These include using 'walking feet' and being kind to each other. Children are reminded about safety during activities and discussions. They take turns to carry out morning risk assessments in the garden with an adult. They learn to look for potential hazards and how to keep themselves safe. Children learn about healthy lifestyles through nutritious menus, and growing and eating their own fruit and vegetables. Opportunities for physical exercise are extended when the children use the facilities in the community centre. The children demonstrate respect for each other by listening, being kind and sharing toys and equipment. Staff actively promote and celebrate diversity and cultural events with the children. They recently arranged an opportunity for children to meet guide dogs and staged activities to mark the Japanese mid-autumn festival. Such experiences support the children to develop an understanding of embracing differences and the wider community.

Outcomes for children are good

All children develop good communication skills, through sharing stories, singing and new words being introduced during activities. The children build excellent social skills and show confidence when communicating. Children show good levels of concentration and learn new skills to prepare them for their next stage of learning and subsequent move to school.

Setting details

Unique reference number	EY535958
Local authority	Lewisham
Inspection number	10076920
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	38
Name of registered person	Avery, Zoe Danielle
Registered person unique reference number	RP535957
Date of previous inspection	Not applicable
Telephone number	07751241626

Goldsmiths Community Preschool registered in 2016. It is situated in North Downham, in the London Borough of Lewisham. The pre-school opens each weekday, from 7.45am to 6pm for 50 weeks of the year. There are seven members of staff, five of whom hold relevant childcare qualifications. One is qualified at level 2, four at level 3 and above, and two have a relevant degree in early years. The provision accepts funding for early years education for two-, three- and four-year-old children.

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