

Selsdon Park Pre-School



Selsdon Pre School, 132 Addington Road, South Croydon CR2 8LA

Inspection date	14 March 2019
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
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

This provision is good

- Staff ensure that resources and play experiences are well organised and inviting. Children show great interest in the activities on offer and are keen to explore, play and learn. They make good progress.
- Staff are kind, caring and attentive towards the children. They know their key children well, which helps children to build strong bonds and secure emotional attachments. As a result, children's well-being and personal development are supported effectively.
- Children who have been identified as having gaps in their development are swiftly supported. Staff work closely with other professionals and seek specific support and funding to promote children's all-round needs and development well.
- Parents speak extremely highly of staff. They comment on how much their children have developed in confidence since starting at the setting. Parents feel valued and are provided with a range of ways to contribute to the pre-school and their children's learning.
- The management team and all staff are reflective practitioners. They seek the views of parents to help them to identify further ways to improve the quality of the pre-school.
- Children have limited opportunities to engage in activities and experiences that are linked to technology.
- Staff are not consistent in providing opportunities for children to link letters to sounds, to support their literacy development even further.

What the setting needs to do to improve further

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

- improve opportunities for children to develop their skills in using information technology
- provide more opportunities for children to engage in activities and experiences that help them to link letters to sounds.

Inspection activities

- The inspector observed activities in all parts of the setting.
- The inspector spoke to staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the parents' verbal and written feedback.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures, including those related to the suitability of staff.

Inspector

Trisha Edward

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements clear policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. Robust safer recruitment and vetting procedures are followed and staff's ongoing suitability is checked regularly. Staff are very vigilant and proactive in risk assessing the environment, to keep children safe. The management team closely monitors the progress that all children make in their learning, including different groups such as boys and girls. She works with staff to close any gaps in learning. For example, they have increased writing materials and introduced innovative storage boxes for pencils to help engage boys especially in more early writing play.

Quality of teaching, learning and assessment is good

Staff make regular observations of children's learning and ensure that planned activities incorporate children's interests and their learning priorities. They place a high importance on promoting children's communication skills. Staff work at children's level, promoting good eye contact and extending children's thinking and learning through effective questioning. Staff plan regular opportunities for children to learn about their local environment. For instance, they visit the local pharmacy and optician, to learn about people who help us in the community. Staff plan a wide range of opportunities for children to be creative and use their imagination. For example, young children concentrate as they roll, press and squash dough into different shapes, and older children get busy with tools, constructing steam engines.

Personal development, behaviour and welfare are good

Staff support children's knowledge and understanding of healthy lifestyles effectively. They talk about the nutritional value of different foods, for example, as they play the lunch pack game. Children's knowledge of healthy eating is further extended through enjoyable cooking activities. For example, children delight in picking healthy toppings for their pizza. Staff organise effective indoor activities to build on and promote children's physical skills. Children benefit from having access to stepping bowls and balance beams to develop their balance, coordination and strength. Children are becoming increasingly independent. For example, even the youngest children confidently use spoons to serve themselves fruit at snack time. They also access the water machine to fill their cups when thirsty. Children behave well. Staff successfully share their behavioural expectations with children, such as through reminders, to help children learn how to behave with others.

Outcomes for children are good

Children are confident and motivated learners who are gaining the essential skills they need to progress on to the next stage of their learning and eventually school. For example, older children develop good knowledge about primary and secondary colours and colour mixing. Younger children enjoy sharing stories with staff and singing familiar songs as they learn to express themselves in different ways. Children count with confidence and identify numbers as they play the birthday cake game.

Setting details

Unique reference number	EY539112
Local authority	Croydon
Inspection number	10077258
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	50
Number of children on roll	50
Name of registered person	Fiander, Kelly Jane
Registered person unique reference number	RP539111
Date of previous inspection	Not applicable
Telephone number	07910735603

Selsdon Park Pre-School operates from a community hall underneath Sainsbury's supermarket in Selsdon, in the London Borough of Croydon. The pre-school is open five days a week for 38 weeks a year, term time only. Sessions operate Monday to Thursday from 9am until 3pm and on Friday from 9am until midday. There are nine members of staff, including the manager, eight of whom hold relevant early years qualifications ranging from level 2 to 3.

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