

Toddleswood Pre-School



Willow Bank Primary School, Thamesmead SE2 9XB

Inspection date	19 July 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
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

- Children arrive at the pre-school happy and quickly settle into the routine. They enjoy a well-resourced indoor and outdoor environment. The organisation of the broad range of activities helps children to confidently choose what activity they want to play with. Children establish strong friendships and show respect and kindness to each other.
- Parents and staff have good relationships. Staff keep parents updated with information about their children's routines, activities and development. Parents are encouraged to support children's learning at home.
- The management and staff team work well with other external agencies. They establish an effective two-way flow of information that provides children with consistency in their care and learning. All children, including those with special educational needs and/or disabilities, enjoy their learning and make good progress.
- Children have a good understanding of how to keep themselves healthy and safe. Staff give children clear messages about eating healthily, doing exercise and keeping safe. For example, children learn the impact of healthy food on their body and importance of tidying away their toys, to prevent tripping hazards.
- Children develop positive emotional bonds with their key persons and all other members of staff. Staff have a secure knowledge of children's personal needs. Children demonstrate that they feel emotionally secure and safe.
- The manager does not focus the professional development plan precisely to help raise the quality of teaching, learning and assessment to the highest level.
- Staff's assessment procedures upon entry are not precise enough to enable them to rigorously monitor every child's overall development.

What the setting needs to do to improve further

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

- focus the professional development plan more sharply to help raise the quality of teaching, learning and assessment to the highest level
- accurately and precisely assess children's starting points in all areas of their learning and development.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector jointly evaluated the effectiveness of an activity with the deputy and discussed its impact on the children's learning.
- The inspector looked at various documents, including policies and procedures, risk assessments and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Yemi Afolabi

Inspection findings

Effectiveness of leadership and management is good

The dedicated manager and deputy have a clear vision for the pre-school. The staff work well together to provide children with rich and stimulating learning experiences in a safe environment. They benefit from regular staff meetings and appraisals with the manager to support their professional development. For example, staff receive safeguarding training to ensure everyone is aware of their responsibilities to keep children safe and secure and how to deal with allegations against staff. They understand the procedures to follow if they have any concerns. Safeguarding is effective. Staff conduct robust risk assessments of the indoor and outdoor areas. This helps to identify hazards in the environment and minimise any dangers to children. Staff work well with parents and keep them well informed about their children's progress and well-being. Parents speak very highly of the level of care their children receive.

Quality of teaching, learning and assessment is good

Children respond well to the attractive and good-quality learning environment. Staff plan a range of creative activities to promote children's imagination. For example, children explore paint in exciting ways, including using brushes, sponges and cars as painting tools to make different patterns. Children give meaning to the marks they make as they paint. Staff support children's communication and language skills. For instance, children thoroughly enjoy taking part in singing sessions and learn to copy actions and words. Staff know how to use a range of teaching aids, such as visual timetables and picture cards, to communicate effectively with all children and ensure they understand the routine. Staff provide meaningful learning experiences to promote children's understanding of growth in the environment. For example, children plant seeds and enjoy watering plants in the garden. Children observe and learn about their local community. They have picnics in the local park and feed the ducks at a nearby pond.

Personal development, behaviour and welfare are good

Children have daily opportunities to enjoy fresh air and exercise. Staff provide a broad variety of activities which help to develop children's coordination and balance. For example, children climb on large play equipment and ride tricycles. Staff help children to raise their awareness of healthy eating and positive hygiene practice. For instance, they encourage children to wash their hands before snack time and regularly talk to children about the importance of making healthy food choices. Staff encourage children to be independent and develop self-care skills, such as pouring their own drinks and putting on their own coats. Staff praise children's efforts and achievements. Children are self-confident and demonstrate a positive sense of self-esteem.

Outcomes for children are good

Children are confident and enthusiastic learners. They gain the necessary skills needed for the next stage of their learning and the eventual move on to school. Children behave well and play together harmoniously. They enjoy counting objects and matching them to corresponding number cards. Early literacy skills are developing. Children listen to stories attentively and choose to explore books independently. Furthermore, they are beginning to link letters to sounds and write a range of different letters.

Setting details

Unique reference number	EY536844
Local authority	Bexley
Inspection number	10076865
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	46
Number of children on roll	85
Name of registered person	Toddles Limited
Registered person unique reference number	RP536843
Date of previous inspection	Not applicable
Telephone number	02083201900

Toddleswood Pre-School registered in 2012, and re-registered in 2016 with a change to the legal status. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.50am to 11.50am and from 12.30pm to 3.30pm. The pre-school employs 12 members of staff, including one with qualified teacher status. It is in receipt of free early education funding for children aged two, three and four years.

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