

Inspection of Marvels Lane Pre-School

W G Grace Community Centre, 1 Lions Close, Mottingham, London SE9 4HG

Inspection date: 27 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are ready to explore, and happy to see the staff and their friends. Children form close bonds with their friends and staff. This contributes to their emotional well-being and security. Staff know children well, they are responsive and in tune with the children, offering comfort and cuddles when needed. Staff have a good understanding of how children learn and develop, and know their individual needs and interests. This knowledge is used to plan engaging and stimulating activities to deepen children's learning. Staff provide a range of activities indoor and outdoors. They encourage children to make use of the outdoor space, in particular, the climbing frame. Children exercise their creative skills through playing games such as hide and seek. Staff support the children to work together as a team and find new hiding places around the climbing frame and mud kitchen. Children develop a sense of right and wrong. They are encouraged and taught how to relate positively to others. This helps children to build friendships with their peers. Managers and staff have high expectations and ambitions for all children.

What does the early years setting do well and what does it need to do better?

- Staff work effectively to develop children's communication skills. For example, they regularly read to children with enthusiasm and excitement. Children show high levels of curiosity and engagement as they listen to the stories being read.
- Staff have high expectations of children. However, they do not routinely encourage children to develop their independence and self-care skills.
- Children are proud of their work and keen to call adults to note and celebrate their achievements with them. Staff respond by providing lots of encouragement and praise. This helps build children's confidence and self-esteem.
- Children demonstrate a good understanding of some of the behaviour expectations in the pre-school. For example, without being prompted, children go and sit on the carpet when they have their coats on, ready to go to the garden. They wait patiently and encourage their friends to sit down on the carpet until everyone is ready to go.
- Children talk kindly to each other, use good manners, and take time to listen to each other's views and thoughts. They know they can go to an adult when they need help with difficult situations. For example, children quickly find an adult if a friend is not sharing.
- Children play alongside one another respectfully and, where support is needed, staff help them to calm down and relate positively to each other. For example, staff gently remind them to use their words and explain what is upsetting them. However, at times, staff miss opportunities to respond and intervene quickly enough to manage any challenging behaviour before it escalates.
- Staff provide a range of healthy and nutritious snacks. They discuss the importance of eating a healthy variety of food, and remind children to wash their

hands before they eat. Staff encourage parents to provide healthy packed lunches for children. Healthy eating and learning about new foods is encouraged through the 'activity of the week'. For instance, parents are asked to make or provide food for children to try. Staff use this as an opportunity to talk about food from different parts of the world.

- Managers are keen to improve. As a result, managers and staff work closely with external agencies to identify the best ways to support children with special educational needs and/or disabilities (SEND). For example, outside professionals share strategies on how to extend children's listening skills and mathematical knowledge through puzzles. Staff work closely with the external agencies and parents to enable children to reach and exceed the targets set.
- Staff work closely as a team and say they feel supported. They attend training to further develop their skills. The pre-school has a shared vision that aims to support all children in learning and meeting their goals.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of and understand the signs that may indicate some concern about a child's safety and welfare. They know how to respond in a timely and appropriate manner. Staff demonstrate a good understanding of how to keep children safe, and know the procedures to follow to report any concerns about a child. Appropriate security measures are in place within the shared building. Children are reminded of the importance of considering their own and each other's safety while they play, especially when constructing with wooden blocks.

What does the setting need to do to improve?

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

- encourage children to develop their independent self-help and care skills
- respond and intervene promptly to manage any challenging behaviour before it escalates.

Setting details

Unique reference number	129101
Local authority	Lewisham
Inspection number	10106657
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	23
Number of children on roll	16
Name of registered person	Marvel Lane Community Playgroup Committee
Registered person unique reference number	RP523956
Telephone number	0208 851 0205
Date of previous inspection	5 March 2015

Information about this early years setting

Marvels Lane Pre-School registered in 1983 and is situated in Mottingham, London. The pre-school opens five days a week during term time. Morning sessions are from 8.45am to 11.45am, and afternoon sessions are Monday to Thursday from 12 noon to 3pm. The setting supports children with SEND and children who speak English as an additional language. Four staff members work with the children. The manager and deputy manager hold relevant early years qualifications at level 3. Two other members of staff hold relevant early years qualifications at level 2. The pre-school is in receipt of free early education funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Rheanne Wotherspoon

Inspection activities

- The inspector completed a learning walk with the manager to understand how the provision and curriculum are organised.
- The inspector spent time observing children's play, the interactions between children and staff, and the impact these have on children's learning, indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held meetings with the manager.
- Parents were spoken to during the inspection, and the inspector took account of their views.
- The inspector carried out a joint observation with the deputy manager and discussed the quality of the planned activity.
- Various documents were reviewed by the inspector, including those relating to staff suitability.

We carried out this inspection 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.

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