

Inspection of St Antony's Pre-School

122 Wentworth Way, South Croydon CR2 9ET

Inspection date: 17 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Leaders and practitioners have warm and caring relationships with the children and families attending the pre-school. Children quickly settle into play and activities as they arrive in the morning. Practitioners know individual children well and share information on children's progress easily and frequently with parents. This good practice contributes to parents' satisfaction with the care and education their children receive. Children are safe in the setting and also learn to keep themselves safe using an initiative called 'Safety Rangers'. They know not to touch things at home that might be hot, such as hair straighteners, and that tidying up their toys is important to prevent slip and trip hazards. Children behave very well, sharing space and resources with peers and taking turns when required. They listen and respond promptly to requests from adults, for example when participating in large-group activities. Leaders plan and set out an interesting and varied environment based on the needs of individual children and the group as a whole. The two outside areas are used almost every day. Practitioners use growing trays and a bug hotel to help children learn about nature. Children use the grassed and paved areas to ride bicycles and to run around, and so develop their large physical skills.

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

- Practitioners support children's choice and independence as they set up a routine and environment where children can decide where and what to play with. They know children well. Their warm and caring interactions mean children feel secure, valued and confident to explore the range of learning opportunities offered. Children are eager and able to take care of their own hygiene needs, and are encouraged in this by carefully thought out strategies such as ringing a bell to ask for adult help.
- Children make good progress as practitioners use planned activities and supportive interactions to promote speaking and listening skills. Children make links in their learning as practitioners plan activities such as a visit from the 'Lollipop Lady' to tie in with the 'Safety Rangers' initiative.
- The managers support their staff's well-being effectively. They arrange regular meetings to reflect on the quality of the setting and encourage close teamwork. This means staff feel confident to share concerns or ideas with the leadership team. Managers work alongside staff and share chores such as setting out the furniture and equipment equally.
- Overall, practitioners use good teaching strategies to help children learn. However, the systems and practices currently in place to observe and develop the quality of teaching are not fully effective. Outcomes for children would be improved if the staff team had a deeper understanding of how children learn and how adults can use a variety of strategies to extend learning. Practitioners complete a variety of online training. However, the current system of

observation and feedback on practice is not used effectively to support focused professional development.

- Children learn about specific events from around the world, such as Chinese New Year. Practitioners take advantage of opportunities to talk about disability. For example, when looking at pirate cut-outs, children are encouraged to think about how they would manage with only one leg or eye. However, overall, the range of resources and equipment to offer positive images of today's diverse society is limited. This means children do not see many images which support them in exploring similarities and differences.
- Practitioners have strong partnerships with parents and keep them well informed about their children's progress. They listen to parents' concerns, and information on what is happening at home, and use this knowledge to ensure children's individual needs are met. Parents comment on how happy their children are at the pre-school and how the warm and welcoming atmosphere contributes to their children's sense of well-being.

Safeguarding

The arrangements for safeguarding are effective.

Children learn about keeping themselves safe, and staff ensure that the environment is safe. All staff complete regular training on safeguarding and are clear about their role if they have any concerns about children's welfare. The managers' close working relationships with families and the local authority advisers mean that concerns about children are followed up promptly and effectively. The designated safeguarding lead understands her role and responsibilities. Safeguarding policies and procedures are regularly reviewed and updated. Effective safer recruitment procedures ensure that children are cared for by suitable people.

What does the setting need to do to improve?

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

- strengthen the system of observation and feedback to improve practitioners' knowledge of how children learn, improve outcomes for children and lead to focused and effective professional development
- increase resources which offer positive images of diverse society in order to offer children a culture-rich environment which reflects their own families and helps them to value others.

Setting details

Unique reference number	EY417450
Local authority	Croydon
Inspection number	10120172
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	27
Name of registered person	St Antonys Pre-school Partnership
Registered person unique reference number	RP530162
Telephone number	07492 691165
Date of previous inspection	17 March 2016

Information about this early years setting

St Antony's Pre-School registered in 1987. It is located in a church hall in Sanderstead, within the London Borough of Croydon. The pre-school opens from 8.30am to 1pm on Monday, and from 8.30am to 2.30pm on Tuesday to Friday, during school term time. The pre-school receives funding to provide free early education to children age three and four years. Five staff work with the children, four of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Beverly Hallett

Inspection activities

- A learning walk was carried out with the provider, and the plans for children's learning and development were discussed.
- The inspector observed the interactions between staff and children, and spoke with staff and children during the inspection.
- A joint observation with the inspector and the provider was carried out and the quality of teaching discussed.
- The inspector spoke with parents and carers during the inspection.
- A meeting was held with the managers, who are also the registered providers, and a range of documentation was viewed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020