

Inspection of Davidson Pre-School

408 Davidson Road, CROYDON CR0 6DD

Inspection date: 21 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children receive warm greetings from staff as they arrive at pre-school. This helps children to feel welcomed. Children are happy, show positive attitudes to learning and get involved with activities straight away. They benefit well from the learning environment which offers them a range of toys and resources. Children take part in adult-led and self-initiated activities, which help them to develop their existing skills. For example, messy play with sand encourages children to practise their physical abilities, as they empty and fill up containers using different play tools. Children form strong relationships with staff and their peers. They receive good supervision to help them feel safe and emotionally secure. Children increase their independence skills. For instance, they take responsibility for collecting bowls and cups after snack. There are many opportunities for children to practise their early literacy skills, such as drawing and writing. Younger children are beginning to draw lines and other basic shapes. Older children make intricate drawings of objects and people who are significant to them. They share their efforts with staff and use a wide range of vocabulary to articulate themselves. There are clear expectations for children's behaviour. This helps children to behave well. For example, children learn to share toys with their friends, asking them voluntarily, 'would you like this?', to show their care for others. Children make good progress in their learning and development.

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

- Staff observe and assess children's learning regularly to inform their planning. They provide children with a wide variety of interesting activities to keep them motivated to learn. For example, during activities, staff engage children in discussions about shapes, colours and patterns to secure their understanding of mathematical concepts.
- Children enjoy looking at books. They listen attentively and respond well to stories using words and hand gestures. This is because staff read stories with excitement and enthusiasm. They use their strong skills to encourage children to join in and repeat familiar words and refrains. However, at times, staff disrupt children's activities to carry out the daily routines. This does not fully support children's learning and enjoyment.
- Staff model the use of appropriate manners when talking to children. They encourage children to say 'please' and 'thank you' to teach them etiquette and courtesy. Children behave well.
- All children receive good levels of attention from staff. They feel safe, knowing that staff are close by to support them. Staff help children to make sense of their thoughts and feelings, for example they listen well to children's stories about their home and past experiences.
- Children enjoy playing with small-world toys that enhance their creativity and

imagination. They spend long periods finding and matching clothes for their ballerina dolls and hold interesting conversations with each other. Children are good at making three-dimensional shapes and solving jigsaw puzzles. They handle tools carefully, such as toy hammers and pins, which they use to make shapes on boards. Young and older children are active and confident learners.

- Children eat healthy snacks and have access to fresh water throughout the day. They feed themselves independently and develop their fine motor skills, for example as they learn to hold and control cutlery at mealtimes. However, the current arrangements for handwashing do not prevent the spread of germs and infection.
- Staff report that they receive good levels of support and supervision from the manager. They have regular opportunities to develop their knowledge and teaching skills. For instance, following a workshop, staff raised parental involvement, particularly for fathers to support their children's learning more effectively. Parents comment that they are very happy with the care and teaching their children receive.
- The manager reflects on her work and seeks the views of parents to evaluate the quality of the provision. However, she has failed to identify that the written records for children's attendance lack the required information.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their awareness of child protection issues up to date. They understand the indicators of harm to children and the procedures to follow to protect their welfare. There are regular checks of the premises to help keep children safe. Staff supervise children well. They talk to each other to ensure that they are aware of children's whereabouts. The recruitment procedures ensure that staff's suitability is assessed effectively. Staff do not maintain a record of the times when children are on the premises. However, they monitor children's absences to minimise the impact on children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure children's daily attendance is recorded accurately and maintained, containing the actual hours of attendance on the premises.	14/02/2020

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

- minimise interruptions to children's learning and enjoyment to help them make the most of all learning experiences
- review handwashing routines to prevent the spread of germs and infection.

Setting details

Unique reference number	124931
Local authority	Croydon
Inspection number	10137851
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	28
Number of children on roll	27
Name of registered person	Davidson Pre-School Committee
Registered person unique reference number	RP525536
Telephone number	07534096682
Date of previous inspection	14 April 2016

Information about this early years setting

Davidson Pre-School registered in 1993 and operates from a converted school building in the London Borough of Croydon. Sessions are from 9.30am until 3.30pm on Tuesdays, Wednesdays and Thursdays, and from 9.30am until 12.30pm on Mondays and Fridays, during school term time only. There are seven staff members, including the manager, who holds an early years qualification at level 4. Four staff members hold childcare qualifications at level 3. The pre-school receives funding for children aged two, three and four years old.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The manager took the inspector on a learning walk, indoors and outdoors, to understand how the early years curriculum is organised.
- The inspector spoke with staff and engaged with children at appropriate times during the inspection.
- The inspector evaluated an activity with the manager and discussed children's learning with her.
- The inspector sampled a range of documentation, including policies and procedures, children's records and evidence of staff's suitability.
- The inspector spoke with parents to seek their views about the care and teaching their children receive.

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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