

Inspection of Mseplay Pre School

St John Fisher Church, 141 Kidbrooke Park Road, London SE3 0DZ

Inspection date: 23 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The manager and staff are long-serving and work well together. They have high expectations of all children and their development. Staff have warm and trusting relationships with the children, who are excited and eager to learn when they arrive at the pre-school. Children show that they are happy and feel safe. They independently choose resources and mainly lead their own play. Children also have opportunities to engage in fun and interesting adult-led activities. At times, staff do not consistently organise activities as well as they could. Consequently, some children become distracted and not fully engaged in their learning. Children behave well and show high levels of self-esteem. They are confident to engage with visitors and share their ideas and thoughts. For example, they talk about their friends who are absent from the pre-school. Children are sociable and are forming special friendships. Staff provide regular opportunities for children to benefit from outdoor activities. They regularly go out on trips and visit parks in the local community. Children are enthusiastic in their play outdoors as they learn how to feed birds in winter months and enjoy hunting for bugs in the garden. They are inquisitive, curious and keen to explore the environment.

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

- Staff provide opportunities for children to practise their mark making and develop early writing skills. Children are able to write their names correctly and attempt to link letters to corresponding phonic sounds. They proudly show staff what they have written. Staff give them praise for their effort and achievement. Children are confident and form secure emotional attachments with all staff, not only their key person.
- Healthy lifestyles are promoted well. Children can access drinking water throughout the day and enjoy a range of healthy and nutritious snacks. Special visitors are invited in to talk with children and promote healthy lifestyles. For instance, children had a visit from a dentist, to learn about the benefits of brushing their teeth regularly.
- Children explore the outdoor space and happily share resources. They enjoy painting a wooden fence with water and talk enthusiastically about what they are doing as they play. For example, a child says, 'I am soaking the wood'. Children use sentences to describe what they are doing. They are developing their language skills and self-confidence.
- Staff give children time to develop their own narrative as they engage in imaginative role play. They interact well with children and ask interesting questions. For instance, children pretend to bake a pizza in a toy oven, then count up to five and say, 'It is ready'. They are eager to develop their imagination, early literacy and mathematical skills.
- Children are independent learners. They enjoy exploring the well-organised

environment. Children are able to choose toys and resources that they want to play with. However, they are not encouraged to put away resources when they have finished with them before moving to another activity.

- Partnerships with parents are successful. Staff work closely with them to help establish children's starting points and learn about their routines. Parents are kept well informed of their children's progress and well-being through daily discussions and written reports. Parents speak highly of the staff team and are pleased with the care their children receive. All children, including those who receive additional funding, make good progress in their learning and development.
- The provider helps young children to be ready for their next stage of learning. For example, they encourage settling-in sessions when children first attend the pre-school. This helps children to feel settled and promotes good attachments with staff. Additionally, staff help older children to feel secure in their move to school. For example, staff have planned transition meetings with teachers to share information about the child.
- The provider makes good use of yearly appraisals and staff meetings to provide staff with regular feedback to enhance their practice and discuss management of their workload. For example, she ensures that staff receive time within the work day to complete paperwork. Staff are appreciative of the way in which the provider supports their well-being.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a secure understanding of child protection issues and wider safeguarding matters, including how to recognise if a child is being exposed to extreme views. They understand their responsibilities to report concerns about a child's welfare or any inappropriate actions of adults working with children. Comprehensive risk assessments are completed for all areas of the pre-school, including outdoors. The premises are safe and secure. Effective staff deployment means that all children are well supervised and cared for. A wide range of policies and procedures are successfully implemented to further support children's welfare.

What does the setting need to do to improve?

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

- review the organisation of activities so that all children remain actively involved, to help them make the best possible progress in their learning and development
- support children to take more responsibility for care of their environment and the resources they use, to help them fully engage in their learning and minimise any tripping hazards.

Setting details

Unique reference number	EY553602
Local authority	Greenwich
Inspection number	10131523
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 11
Total number of places	20
Number of children on roll	25
Name of registered person	Msecom Limited
Registered person unique reference number	RP526711
Telephone number	02082651031
Date of previous inspection	Not applicable

Information about this early years setting

Mseplay Pre School registered in 2017 and is located in Blackheath, in the London Borough of Greenwich. The pre-school opens from Monday to Friday, during term time, from 8.45am to 6.30pm. It receives funding to provide early education for children aged three and four years. The pre-school employs five members of staff, all of whom hold appropriate childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector
Yemi Afolabi

Inspection activities

- The inspector completed a learning walk with the manager to understand how the pre-school and curriculum are organised.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to children and staff at appropriate times during the inspection and held meetings with the provider.
- The inspector sampled documentation, including risk assessments, children's records and evidence of paediatric first-aid training.
- The inspector carried out a joint observation with the provider and observed the quality of teaching and support for children's learning, indoors and outdoors.

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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