

# Inspection of Crofton Early Learners

Crofton Baptist Church, 100 Crofton Lane, Orpington, Kent BR5 1HD

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Inspection date: 17 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish in this highly stimulating environment. There is a wide range of toys and equipment from which children choose freely. They display high levels of confidence as they move around the setting. Children play well together and concentrate for long periods without adult support. Children's differing needs are very well supported as the provider has given careful consideration to the organisation of the premises and routines. Children feel safe and settled as they form strong attachments to practitioners. Children know how to keep themselves safe. This was shown when practitioners lit the candles on a birthday cake and children reminded each other not to touch them as they would burn their fingers. Children learn to use mathematical skills in everyday situations. For example, at snack time they count accurately the number of cups needed on each table. Children develop a real love of books and reading. They participate with great enthusiasm at story time and predict what will happen next. Children take part in meaningful activities which help them understand how to stay healthy. For example, a dental hygienist visited the setting and used a giant set of false teeth to show children how to brush their teeth.

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

- Children are extremely helpful and well behaved. They work well together to tidy away toys at the end of the session. They help each other to lift larger items into storage boxes and explain to their friends how to sort the toys correctly.
- Children take part enthusiastically in group conversations, listening to each other and contributing their ideas. Support for children's language and communication skills is exemplary. Practitioners use signs consistently to support children's understanding. They make eye contact and wait until they have children's full attention. Practitioners speak clearly and allow children plenty of time to think and answer questions.
- Children display exceptional levels of independence. They pour their own drinks at snack time, then collect the cups from each table and carry them carefully back to the kitchen on a tray.
- Children gain a firm understanding of communities different from their own. For example, they visited a local Chinese community to share Chinese New Year celebrations. Children say 'hello' in different languages at registration time.
- Children enjoy a rich variety of activities. Leaders support practitioners to deliver a well-structured curriculum which builds upon what children know and can do. Children learn about nature and the world around them through interesting practical activities. For example, they recently participated in a wildlife challenge organised by the Royal Society for the Protection of Birds.
- Practitioners know children very well and have high expectations for the achievement of all children. They understand how children learn and use their

expert knowledge to structure children's learning so that they make swift progress across all seven areas of learning.

- The partnership with parents is exceptional. Parents receive regular, informative newsletters about activities at the pre-school. They have frequent opportunities to share information about their children's progress with staff. Parents' descriptions of the pre-school, typical of others, include that it is 'awesome' and 'amazing'. They say that the setting gives their children the best possible chance to succeed at school.
- Children with special educational needs and/or disabilities make very strong progress. The special educational needs coordinator is highly knowledgeable and uses her expertise to work in partnership with parents, practitioners and other professionals.
- Leaders engage with staff effectively, and they quickly address any issues relating to their workload. Highly effective performance management systems ensure that staff are well supported and happy in their roles. Leaders recently worked with the staff team to reduce paperwork. This has enabled staff to spend more time working directly with children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting is firmly committed to safeguarding children. The manager undertakes regular training and sits on the local safeguarding committee. This ensures that she has a comprehensive understanding of safeguarding issues and is able to provide advice and support for the staff team. Practitioners understand the signs that a child might be at risk of harm and are confident about the action they should take. Robust procedures for the recruitment and vetting of staff ensure they are well prepared and suitable for their roles.

## Setting details

<b>Unique reference number</b>	EY364379
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10137809
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Crofton Early Learners
<b>Registered person unique reference number</b>	RP527448
<b>Telephone number</b>	07706708211
<b>Date of previous inspection</b>	19 April 2016

## Information about this early years setting

Crofton Early Learners registered in 1977. It is situated in Orpington, in Kent. The opening hours are Monday to Friday from 9.15am to 12.30pm during school term time. The pre-school is in receipt of funding for free nursery education sessions for children aged two, three and four years. There are 12 members of staff, eight of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Anita Rickaby

### Inspection activities

- The inspector held discussions with staff throughout the inspection.
- The inspector met with the manager and a representative from the board of trustees.
- The manager took the inspector on a tour of the premises and explained how the provision is organised.
- The inspector talked with parents and took into account their written feedback.
- The inspector observed interactions between children and practitioners throughout the session.

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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