

# Inspection of Smiling Faces Pre-School

Penge Congregational Church, 172 High Street, London SE20 7QS

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Inspection date: 22 June 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive eagerly at the pre-school, and demonstrate that they feel safe, happy and emotionally secure. They form close bonds with staff, including their key person, and make friends with peers. Children are enthusiastic learners and become quickly absorbed in their play. Children show good levels of focus and concentration as they take part in planned activities. Children interact with staff, enthusiastically telling them what they are doing. Children are well behaved for their stage of development, and have a good attitude to learning. Older children share well with others, helping younger children to take turns in their play. Children's capabilities are understood by staff who know them well. They are well prepared for the next stage in their education. Parents know what their child is learning, even though they cannot come into the setting due to COVID-19 (coronavirus) restrictions. The support for children with special educational needs and/or disabilities (SEND) is a strength of the pre-school. Children's communication and language development are supported by skilled staff. The leadership of the pre-school has high expectations for all children to do well, and this is shared by staff working with the children. Children enjoy listening to stories and sing songs throughout the day, which helps to develop their language skills.

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

- The provider has adapted daily routines, in view of COVID-19, to ensure the good health of children. Drop-off and collection arrangements have been altered so that parents no longer come into the pre-school, and additional cleaning measures have been implemented.
- As children play, staff support their learning well. Staff know children well and understand their needs and interests. However, on occasions, staff do not always make the most of opportunities that arise to extend and challenge children's learning.
- Staff effectively support children with SEND. They work closely with the child's family and other professionals. Achievable targets are set to promote a child's ongoing care and progress in their development. Staff work effectively with children, offering sensitive intervention which supports them to make progress.
- A range of physical activities challenge children to think about their own safety. Children are confident in their abilities. They climb and run skilfully. Staff remind children to think of others as they run and play. Children understand and apply simple rules to keep themselves safe as they enjoy racing each other using bicycles and scooters.
- The manager and staff forge successful partnerships with parents. Staff share information about children's activities and progress. Parents are complimentary about the pre-school. They feel that staff are available to support them. For example, they give parents ideas to use at home, such as how to help children's

speech, offering them books to read, or help with potty training. Although they work together to enhance children's development, parents do not share ideas to enable them to work together to develop the pre-school.

- Staff have high expectations of children's behaviour. Children build positive and respectful relationships and enjoy sharing experiences. Children confidently communicate with peers when deciding whose turn it is to use the tweezers to pick up the coloured animals.
- The curriculum is well designed to meet the emerging needs of children attending. The manager considers the sequence in which children are taught the skills they will need to make good progress. A programme of training supports staff to deliver good quality teaching effectively.
- Staff promote children's early literacy and mathematical skills. They teach children to identify numerals and to use mathematical language in play. They encourage children's participation in story time and help them to learn to identify the initial sounds in their names.
- Staff promote daily routines to support children's understanding of healthy lifestyles. For example, children know the importance of washing their hands to reduce the spread of germs. They eat healthy snacks and lunches, and enjoy physical exercise.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of their policies and procedures to keep children safe. The manager ensures staff know what to do to protect children from harm. Staff supervise children well and inform each other when they are leaving the room or moving children between different rooms. Staff have all completed safeguarding training, and the manager and deputy manager have completed the designated lead training. They ensure that the environment is safe through regular checks for potential hazards. The manager ensures she recruits suitable staff, she shares policies and ensures they are appropriate.

## **What does the setting need to do to improve?**

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

- support staff to recognise and make more effective use of spontaneous opportunities to deepen and extend children's learning
- provide opportunities for parents to contribute to evaluating the setting, and identifying areas of development.

## Setting details

<b>Unique reference number</b>	EY546682
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10174450
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Ebanks, Neisha Erica
<b>Registered person unique reference number</b>	RP546681
<b>Telephone number</b>	07340670970
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Smiling Faces Pre-School registered in 2017. It is located in Penge, in the London Borough of Bromley. The manager has a level 6 qualification in childcare. The pre-school is open Monday to Friday, term time only, between 9am and 3pm. The pre-school offers funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This is the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the leader and the manager, and discussed how the curriculum is taught and organised.
- Parents shared their views with the inspector about their experiences for children using the pre-school.
- The manager took part in a joint observation with the inspector.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- Relevant documentation was viewed, and discussions held with the manager.

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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