

# Inspection of Under 5's Project

St. Marys Church, Greenlaw Street, London SE18 5AR

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Inspection date: 10 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are warmly welcomed as they arrive at nursery by the longstanding staff team. The spaces where children play are well organised to support children's independence and engage them in learning. Children hang their coats on their pegs and make their own choice of activities they engage with. Leaders and staff have re-evaluated how they decorate the nursery to support those children who need a calmer learning environment. Staff say the recent change to muted colours and use of more natural materials has reduced distraction. It has had a positive impact on all children's ability to focus.

Staff have high expectations for every child. Children are expertly supported to engage with activities and each other. They have formed strong bonds with their key persons. Children who have dedicated one-to-one staff to support their needs, benefit from a well organised staffing plan which provides consistency. These children make excellent progress in their learning. Children play together well, and they are respectful of the adults who care for them. Staff are reflective when they consider how to address children's challenging behaviour. They think about children's individual behaviour needs and find innovative ways to support them. For example, some children benefit greatly from a 'sensory circuit' of well-considered tasks, which address different areas of children's development and builds their confidence.

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

- The care and support of children with special educational needs and/or disabilities (SEND) is a key strength. Staff use a range of resources to support children across all areas of learning. Staff work closely with other agencies and parents to secure additional support and funding to help children with SEND make good progress.
- Leaders have successfully accessed community funding to improve the outside play space. The staff team organise the outdoor area well to ensure children can continue to develop their skills outside. Children have fun outside and get the opportunity to extend their physical skills.
- Staff set up inviting and interesting activities. Children are engrossed in their play. They are supported well by staff to access the full curriculum, including mathematics. However, more targeted support could be provided to children who speak English as an additional language to enable them to make rapid progress.
- Children in the pre-school put on their coats to go outside. They learn to care for their personal hygiene independently. Staff explain why it is important for everyone to keep their hands clean and they talk children through the handwashing process. Children know to walk and not run as they move around

the nursery. They understand the rules in place to keep everyone safe.

- Staff are acutely aware of the local demographics and the setting reflects the people in the area. For example, they know there are over 80 languages spoken locally. Leaders enable families in the area to access funded childcare and additional support as soon as possible. Children learn how to discuss their similarities and differences and what makes them unique through a range of activities in the nursery. For example, when they draw themselves using a mirror, they learn about hair texture and eye colour.
- Parents speak highly of the nursery. They say their children are happy, well settled and make good progress in their learning. Staff use online and face-to-face communication methods to keep parents fully informed about children's progress. Parents say they enjoy seeing what their children do at nursery and get ideas to support learning at home.
- Staff have access to a range of professional development opportunities to improve their understanding of early childhood development, SEND and safeguarding practice. The manager has a strong vision for the nursery and a dedication to continuous improvement. For example, leaders and senior members of staff have started a regular leadership meeting to identify gaps in practice and drive improvement. Staff say actions agreed at the meetings are precise and achievable.
- Previously, leaders failed to keep Ofsted updated about events that might have an impact on staff members ongoing suitability. Through discussion with leaders and members of staff, it is clear that everyone now understands the obligation to notify Ofsted should similar circumstances arise in future. Safeguarding knowledge and practice is secure.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection and safeguarding issues. They know the signs and symptoms that might indicate a child is at risk of abuse. Staff are confident to whistle-blow, and they know who to report to if they have any concerns about a child's welfare or if an allegation is made against a member of staff. Leaders have procedures in place to ensure staff are suitable to work with children. Leaders attend regular meetings with other agencies and parents to share children's progress and ensure additional support is organised, if required. Staff ensure that the premises are safe for children to play in, through regular risk assessment and improvements to the environment.

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

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

- consider further ways to fully extend and challenge children who speak English

as an additional language, to help them make the best possible progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY254001
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10137908
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Under 5's Project
<b>Registered person unique reference number</b>	RP521226
<b>Telephone number</b>	0208 316 0061
<b>Date of previous inspection</b>	18 March 2016

## Information about this early years setting

The Under 5's Project registered in 2002. It operates from St Mary's Church in Woolwich, London. The setting is open 38 weeks a year, Monday to Friday, from 8am to 6pm. There is a holiday scheme available. There are nine permanent staff, all of whom hold appropriate childcare qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Trina Lynskey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector sampled a range of relevant documentation, including evidence of staff suitability, policies and procedures, and a record of the staff's qualifications and training.
- The inspector completed a joint observation with the manager and they discussed the impact of teaching on children's learning.
- The inspector held discussions with staff, children and parents at appropriate times throughout the inspection.
- The manager accompanied the inspector on a learning walk of the setting and discussed the curriculum provided.
- The views of parents were considered by the inspector, through verbal discussions and written feedback.

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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