

Inspection of Praise Childcare Forest Hill

Unity London, 22-23 Herschell Road, London, Kent SE23 1EG

Inspection date: 7 April 2022

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

Children enjoy coming into nursery and settle easily. They are warmly welcomed by caring staff, who know children well. Staff pay attention to children, recognise their feelings and comfort them when they are upset. This means children feel secure and form positive attachments with staff.

Staff have high expectations for children's learning. They plan activities that children are interested in and use what they like to challenge them further. For example, children are showing an interest in cars, so staff ask relevant questions that promote and extend children's conversations about the different types of cars and the sounds they make. This means children enjoy taking part in the activities and are making progress in their learning.

Children have good friendships and engage with each other well. They are encouraged to help each other and invited to contribute with their ideas. Staff listen to and value children's contributions. As a result, children feel valued. They practise and explore new words and develop skills that they need to be confident communicators.

Children develop their physical skills well. They have ample opportunities to exercise their large muscles. The nursery provides equipment such as different-sized climbing frames, bikes and balancing steps. This supports children's different age group needs.

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

- The manager ensures that teaching and learning are sequenced and children take part in a range of activities that help them to progress gradually. For example, young children explore the different tastes of fruits, while older children learn how to make fruit smoothies.
- Staff provide a range of opportunities for children to develop their language. They model language well by reading stories, using flashcards and having a constant flow of conversation between them and the children. This helps children to broaden their vocabulary.
- Staff help children to remember what they have already learned and challenge their understanding of new concepts, such as floating and sinking. They encourage children to come up with their own ideas and test their thinking about what might happen. As a result, children build even further on their critical-thinking skills.
- Staff know what they want children to learn and plan activities accordingly. However, on occasion, some staff move activities along too quickly. For instance, they try to cover too many concepts in one activity. This means that some

children do not develop an in-depth understanding of each individual aspect.

- Children behave well and understand what is expected of them. They are learning how to share and take turns and staff model this behaviour well. Children understand the routine and take part in tidying up. They are warned of any changes in advance, such as who will be collecting them that day or that nappy changes will happen soon.
- Children are proud of their achievements and staff praise them for their efforts. Staff and children have good relationships and staff promote their independence well. Older children are encouraged to take their coats off by themselves and young babies easily reach and choose the toys they want to play with.
- Children learn about how to keep themselves safe. Staff teach them how to climb up the climbing frame safely. However, some staff miss opportunities to remind children about how to use equipment safely, such as before they use tools to cut fruits.
- Children with special educational needs and/or disabilities, those who speak English as an additional language and children who receive additional funding have good levels of support. Staff work well with outside agencies and parents to meet children's needs. As a result, all children make good progress.
- Supervision meetings and discussions around professional development happen regularly. Staff say that they are well supported in their roles. They have regular training in relevant areas, such as safeguarding, child protection and children's development.
- Parent partnerships are good. They speak highly of the staff, the care they give to their children and the way the manager promotes this partnership. They receive information about their children's learning and advice on how to help them with their next steps, such as toilet training.

Safeguarding

The arrangements for safeguarding are effective.

The nursery setting is safe and secure. There is an effective risk assessment of the entrance that all staff and parents follow. Staff have regular training and understand what to do to keep children safe. They identify signs of child protection issues and know what to do to report concerns. The manager ensures that her knowledge is up to date and shares any updates with the staff. She takes appropriate action to make sure that staff are suitable to work with children. There is relevant safeguarding information displayed and available for both parents and staff to access if they need to.

What does the setting need to do to improve?

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

- consider how many topics are covered during activities to support children's in-

depth learning

- make further use of discussion to remind children about how to use equipment safely.

Setting details

Unique reference number	2516424
Local authority	Lewisham
Inspection number	10214991
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Praise Childcare Services Limited
Registered person unique reference number	2516423
Telephone number	02086999580
Date of previous inspection	Not applicable

Information about this early years setting

Praise Childcare Forest Hill registered in 2019 and is located in the London Borough of Lewisham. The nursery is open from 7am to 6pm, Monday to Friday. There are eight staff members, of whom four have a childcare qualification at level 3. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Ferreira

Inspection activities

- This is the first routine inspection the setting 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.
- This was the first routine inspection the setting received since it registered in 2019.
- The inspector spoke with parents and gathered their views about the experiences of the setting. The inspector also viewed written feedback from parents.
- The manager led the learning walk and held discussions with the inspector about the curriculum of the setting.
- The manager and the inspector jointly observed and evaluated an activity.
- The inspector observed the staff with the children and spoke with them at appropriate times.
- The inspector observed children at play throughout the nursery indoors and outdoors.
- Children spoke to the inspector during the inspection.
- A meeting was held with the manager to discuss the leadership and management of her setting.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid qualifications and Disclosure and Barring Service checks.

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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