

Inspection of Holy Trinity Beckenham Pre-School

Holy Trinity Church, 66 Lennard Road, London SE20 7LX

Inspection date: 26 May 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 their time at this welcoming and inclusive pre-school. Children who find it difficult to settle bring in items from home. They receive warm attention from staff. Children build good friendships and miss their absent friends. Children are proud of their creations, which are prominently displayed. Children who need extra help with their learning benefit from the knowledge and commitment of the special educational needs coordinator (SENCo).

Children show the progress they make with their communication, language and social skills. Children are excited to discuss their holiday experiences. They speak with their friends in cosy corners. Less-confident children speak at length to unfamiliar adults. Children who speak English as an additional language quickly acquire English-speaking skills. Children who need help to engage in activities show increased focus. They begin to understand pre-school routines.

Children develop their physical skills well. They skilfully manoeuvre wheeled toys and transport objects around the pre-school. Children stretch and reach up, as they drop coloured disks into giant grids. They build muscle strength and stamina as they pedal bicycles. Children choose books to share with staff. They use their imaginations well, for example, as they dress up and pretend to be doctors. Children receive good support to recognise their physical needs. They manage their self-care well. Children show good table manners and confidently open containers and water bottles. Children are well prepared for their next stages in learning and for their moves into school.

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

- The manager and staff are ambitious for children. They implement a well-thought-out and sequenced curriculum. Children have access to accessible resources that help them to develop important skills. For example, children develop small-hand muscles for future writing as they play with dough. Activities are inviting and engage children well.
- The SENCo is effective in her role. She takes prompt action to address identified gaps in children's learning. The SENCo works very effectively with parents and external professionals, including staff at schools that children will attend. The SENCo uses her good knowledge of local referral procedures to access appropriate support for children.
- Staff help children to become confident communicators. They successfully implement strategies that specialists suggest, to help children interact with others. Children eagerly share their ideas and express how they feel, such as when they are tired and need a rest. Children who speak a language other than English at home communicate their needs well.

- Children behave well. Staff use effective methods to help children listen and pay attention. For instance, children mimic staff and wiggle their fingers. They go on to listen closely to what staff say before tidy up time. Staff quickly offer support if children find it difficult to follow instructions or lose focus. Children show that they understand the differing needs of their friends.
- Leaders and staff understand the impact that the COVID-19 pandemic may have had on children and families. They provide frequent opportunities for children to communicate, use their imaginations and socialise with others. However, although staff know children well, activities for children to recognise, value and share their languages, traditions and backgrounds are not well planned.
- Staff provide daily outdoor learning experiences, which help children who learn best this way. Children dig, plant, grow and harvest during warmer weather. However, activities that help children to use natural materials and explore nature and living things are not consistent throughout the year.
- Staff organise the learning environment and implement activities that support children's early literacy well. Children freely access books, inside and outdoors. Staff read with children in engaging ways and use visual aids effectively. Children bring in interesting books from home that they explore with their friends. Children recognise their names, make marks, draw and write.
- The manager provides good support for staff. She shares important information about children's individual needs and communicates current developments. For example, staff are updated about changes to the curriculum. Staff understand how to carry out their responsibilities. They are confident in their key-person roles. Parents value the service that the staff team provide.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to report concerns if they suspect a child is at risk of abuse or harm. Staff are alert to possible risks to children, such as exposure to extreme views or behaviour or domestic abuse. Staff know the procedures to follow if they are concerned about the suitability of a colleague. The manager responds appropriately when families need help. She gives sensitive advice and uses her links with other agencies to access support. The manager and trustees follow safer recruitment guidance. Arrangements to check the suitability of staff are appropriate. Staff maintain accurate records for children's attendance, personal care and accidents.

What does the setting need to do to improve?

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

- expand opportunities for children to recognise, value and share their home languages, traditions and backgrounds

- strengthen the curriculum further, so that children experience and explore nature and living things more consistently throughout the year.

Setting details

Unique reference number	2548991
Local authority	Bromley
Inspection number	10215673
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	27
Name of registered person	Holy Trinity Beckenham Pre-School Playgroup CIO
Registered person unique reference number	2548990
Telephone number	02087788113
Date of previous inspection	Not applicable

Information about this early years setting

Holy Trinity Beckenham Pre-School re-registered in 2019. It operates Monday to Friday during term times, from 9.15am to 12.15pm. The provider receives funding for early education places for children aged two, three and four years. Four staff work with children, all of whom hold relevant qualifications at level 2 or above. The manager and deputy manager hold qualifications at level 6.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the pre-school.
- The manager showed the inspector around the pre-school and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The manager and inspector discussed the teaching and learning that took place during a children's activity.
- The manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included the suitability of staff and evidence of their professional development, relevant policies and children's records.
- The inspector spoke with staff, parents and children as part of the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022