

# Inspection of Lincoln Hall Preschool @ Sleaford

Sleaford House, Fern Street, London E3 3PY

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Inspection date: 13 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</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

There is a relaxed and happy atmosphere within the pre-school. This is because the staff are attentive, caring and approachable. Staff provide a vibrant and welcoming environment in which children thrive and feel a sense of belonging. Children enjoy their time at the pre-school and display that they are confident and self-assured. Children with special educational needs and/or disabilities (SEND) receive excellent one-to-one adult interactions. The specialist staff know what the children can do and where to challenge their learning further. They skilfully support children individually to reach their next stage in learning. Leaders and staff have high expectations of children's behaviour. Subsequently, children behave exceptionally well. Staff successfully support children in understanding simple rules, including how to form friendships and respect one another. Staff value children's home lives and teach them about other cultures and the world around them. For example, children celebrate a variety of festivals and share traditions from other cultures. Children and their families who speak English as an additional language are extremely well supported. For example, all staff use visual cards, gestures and actions to support communication. Staff ask parents for keywords in their home language and share resources with them so they can support their children at home further.

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

- Staff have good knowledge and understanding of how to promote children's learning and development through both adult-led tasks and child-led play. Staff maintain accurate and thorough records of children's learning and achievement. They use this information and feedback from parents to plan a range of activities and next steps for children. However, occasionally, staff do not plan effectively enough for group activities. As a result, not all children's learning needs are always met.
- Overall, staff's interactions with children are lively, positive and supportive. They create many opportunities to develop children's communication and mathematical skills. For example, staff help children to identify squares, rectangles and triangles in their outdoor play with large brushes and water. Staff read with enthusiasm and bring stories and rhyme to life by using props, actions and musical instruments. Staff encourage children to look at the pictures and predict what might happen next in the story. This said, staff do not consistently challenge children to reinforce their learning and to think more deeply.
- The key-person system is highly effective. Children have strong and secure attachments with staff and clearly love the time they spend in the pre-school. Staff provide children with a range of experiences where children can explore independently and use all of their senses. For example, children play with

musical instruments and explore various cause-and-effect toys. They demonstrate curiosity as they push and press parts of these toys to discover what might happen. They practise making marks on the garden wall and paper with chubby chalks and readily look through books.

- Children develop a secure understanding of healthy living and good procedures for personal hygiene. Through routine activities, children begin to understand the importance of healthy eating. Younger children are beginning to demonstrate independence skills appropriate to their age and stage of development. Children's physical skills flourish as they move freely between the indoor and outdoor environment.
- Excellent working partnership promotes positive outcomes for all children. For example, strong links with local nurseries, schools and other settings help to support children's transition seamlessly. Leaders and staff work hard in partnership with other professionals to meet children's individual needs. This supports children's emotional well-being superbly.
- All groups of children make good progress from their individual starting points and are well prepared for their future learning, including starting school. Additional funding for children from disadvantaged backgrounds is used extremely well to help ensure any gaps in children's learning are closing rapidly.
- Leaders are motivated, ambitious and have a clear vision for the pre-school. They ensure there are continuous improvements to the setting by assessing and evaluating what works well. The manager shows a strong commitment to developing and improving staff practice. Parents' partnerships are valued and strong. Parents speak very highly of the pre-school and praise the caring staff. They comment on how their children have made good progress and how happy they are to attend.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms of abuse and how to report their concerns. Staff are confident about reporting any concerns they may have about other staff members. Staff are vigilant, well deployed, and adult-to-child ratios are well maintained. The management team ensure there are rigorous procedures to check staff are suitable to work with children. Staff are aware of how to keep children safe. They conduct regular risk assessments to ensure the environment is secure and free from unnecessary hazards. Children learn about safety both in pre-school and when playing in the garden. For example, staff teach children why they must ride their bikes in one direction and to slow down when they ride over a ramp.

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

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

- plan group activities more carefully, and take account of children's different needs, to help them to be fully engaged
- strengthen staff's interaction with children, to further challenge and deepen their learning.

## Setting details

<b>Unique reference number</b>	2496214
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10194313
<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 3
<b>Total number of places</b>	32
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Lincoln Hall Pre School Committee
<b>Registered person unique reference number</b>	RP523760
<b>Telephone number</b>	0207 987 8057
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lincoln Hall Preschool @ Sleaford registered in 2018. It is situated in the London Borough of Tower Hamlets. The pre-school is managed by a voluntary management committee. The pre-school serves the local community and provides two sessions each weekday, from 8.45am to 11.45am and 12.30pm to 3.30pm, 38 weeks of the year. The pre-school receives funding to provide free early years education for children aged two-, three- and four-years-old. There are four members of staff who hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Rubina Nijabat

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy manager and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed staff interactions with the children during care routines and play activities. The inspector assessed the impact these have on children's well-being and development.
- The inspector held meetings with the manager and deputy manager. She looked at relevant documentation, such as the children's assessment records and sample of policies and procedures.

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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