

# Inspection of Burnt Ash Pre-School

Burnt Ash Pre-School, Burnt Ash Methodist Church Hall, Burnt Ash Hill, LONDON  
SE12 0QD

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Inspection date: 16 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to arrive at this welcoming setting. Those children who have recently started happily settle into the pre-school's routines. Children show affection for their friends and staff. They play together well and share resources during pretend play. Children show that they form warm bonds with each other. They receive effective support from staff to understand the differing needs of their friends. Children have good opportunities to recognise and express their feelings and emotions. For example, staff support children to select from emotion cards as they self-register.

Children build on what they know during challenging activities. They enjoy activities that help them to listen to instructions, wait, and take turns. Children are excited to discover unusual items during a 'What's in the Box' activity. They patiently wait for their turn to explore interesting objects and receive encouragement from staff to use descriptive words. Children develop their physical skills well. They run, climb and use wheeled toys. Children delight in different sensory experiences, such as at the water tray or when using foam. Children's personal care is managed well. They receive good support to develop their independence, including as they serve themselves snack and clear away after eating. Children are well prepared for their next stages in learning.

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

- The manager and staff are ambitious for children and families and work together well. Committee members contribute to regular evaluations of the service. Staff complete training to develop their professional practice and work effectively with local advisors. This helps them to deliver an effective curriculum.
- The special educational needs coordinator (SENCo) is effective in her role. She uses her knowledge of local referral procedures to seek timely support for children who need extra help with their learning. The SENCo acts promptly to address children's emerging and identified learning needs, with the close involvement of staff, parents and other professionals.
- Staff provide effective support to help children to interact and develop their communication and language. For example, children make their story and song choices using visual cards. Staff introduce descriptive words and use sign language during activities. Staff use consistent teaching methods to support children who need extra support to engage with learning.
- Staff use successful methods to support children to behave well and understand what is expected of them. For example, children promptly gather for circle time when they hear special sounds. Children follow instructions well and staff support children to understand the differing needs of their friends.
- Staff understand how to sequence learning opportunities to promote children's

development. Staff support children to recognise letters. They go on to match them with objects that begin with corresponding sounds. Staff help children to strengthen their small-hand muscles, for example, as they use tongs and pincers. This helps to prepare them for early writing.

- Staff quickly identify children's individual interests and plan activities that build on children's experiences. Staff hold sensitive discussions about current events, such as the death of the Queen. They speak with children about important people in their lives and discuss children's family holidays. However, staff do not yet plan activities that fully reflect the backgrounds and languages of children who attend.
- Children have good opportunities to learn and play outdoors. Children explore books in dens, plant and grow and enjoy splashing in puddles. Staff plan well-thought-out activities that help children to communicate more confidently. For example, children use more language at the telephone box. Children who are less-confident speakers talk to dolls that they pretend to care for and push around in buggies.
- Parents speak highly of the caring and friendly staff team. They notice improvements in their children's social skills and interactions at home. Parents value the information that staff share about their children's learning. Although children are well prepared for their moves to school overall, communication with other settings that children attend is less effective.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to update their safeguarding knowledge. They are alert to risks to children, such as exposure to extreme views, domestic abuse or the unsafe use of technology. The manager and staff understand how to recognise and respond to indicators of abuse or harm, including if an allegation is made. Staff understand the impact that changes within a family may have. They offer support and advice to help keep children and their families safe. Staff are vigilant and attentive. They manage risks effectively and maintain accurate records of children's attendance, accidents and personal care. Staff share information with parents and children to support healthy routines. There are appropriate arrangements to assess the initial and ongoing suitability of staff.

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

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

- enhance opportunities for children to recognise, value and share their languages and backgrounds
- strengthen communication with other settings that children attend, so that continuity of children's care, learning and development is better promoted.

## Setting details

<b>Unique reference number</b>	129088
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10234142
<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>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Burnt Ash Pre-School Committee
<b>Registered person unique reference number</b>	RP902147
<b>Telephone number</b>	020 8857 9910
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

Burnt Ash Pre-School registered in 1994. It operates from the Burnt Ash Methodist Church hall in Lee, in the London Borough of Lewisham. The pre-school is open each weekday from 9am to midday, term time only. The pre-school employs three members of staff, all of whom hold appropriate early years qualifications at level 3 and above. The pre-school receives funding to provide early education to children aged two, three and four years. The pre-school is managed by a parent committee.

## Information about this inspection

### Inspector

Kareen Jacobs

## 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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents, including a committee member, during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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