

Inspection of Maryfield Pre-School 1

73 Leysdown Road, London SE9 4UB

Inspection date: 9 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 have secure bonds with staff, helping to support their learning and development. Children arrive eager to find their friends and start playing. Staff are fully aware of the impact of the COVID-19 pandemic on the children. They use this information effectively to plan activities, helping to support children's learning and development. Children learn how to use timelines so they are fully aware of routines. This helps to ease children's anxieties and enables them to settle and enjoy their session at the pre-school.

The most able children are challenged during play. As they draw characters from a book, they write their names with ease. They are encouraged by staff to write a description of their picture. Children concentrate hard as they form letters to spell 'car'. They enthusiastically show all staff, who match this with praise. Children's self-esteem is nurtured well. Children practise their early writing skills throughout the sessions. They expertly use small hammers with tacks to make different shapes. They recall what has been taught to them as they safely use the hammers. All children make good progress with their learning and development from their starting points.

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

- Leaders make sure that staff are all fully aware of the learning intentions for children and why these are in place. Staff plan and implement activities effectively to support children's development.
- Staff are all consistent in their approach to behaviour management. Positive reinforcement is used well by staff, teaching children the importance of being kind to their peers. Children behave well.
- Partnership with parents is not as strong as it could be. Staff do not currently share and gather children's interests and progress with parents. Consequently, parents do not have all the information they could to bring about the best possible outcomes for children.
- Staff have recently started to provide breakfast as part of the morning snack time. Staff teach children portion control. They support children's language development as they request what they would like to have. Staff are alert to the cost of living crisis, making sure children have plenty of food to eat during the day.
- Parents describe how happy their children are to attend and the progress they are making. However, they explain that staff have recently stopped sharing more information with them about the progress children are making. Overall, they are more than happy with the pre-school and the quality of care that is provided.
- Children are confident learners. They excitedly join in story time and confidently

answer questions about the books. They learn about rhyming words and giggle excitedly as they repeat them after staff. Children's literacy development is nurtured well.

- Staff teach children skills in readiness for their move to school. Children are confident in dressing and undressing, particularly when going outside to play. They are also confident in asking staff for help when it is needed. For example, they ask staff for support when they need to visit the toilet or when they have finished their snacks and lunches.
- Staff support children's small-muscle development well. They teach children how to hold scissors for them to cut out objects. Children skilfully use the scissors and exclaim with delight at their achievements.
- Leaders support staff health and well-being effectively. They work together to make sure that workloads are acceptable. Leaders adjust working patterns to support staff's mental health and well-being.
- Staff are aware of children with early worries and monitor them closely to ensure they do not fall behind with their learning and development.
- Children access resources, both inside and outside, to support their physical development. They are skilled in using climbing frames and are fully aware of the need to ask staff to supervise them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding procedures. They are fully aware of the signs and symptoms of child abuse and neglect. The provider shares local safeguarding concerns with staff, enabling them to be proactive in keeping children safe. Staff carry out daily safety checks to make sure play areas are safe for the children. They work with the church to make sure that the garden areas are safe for children to play in. Staff follow policies and procedures and have their mobile phones locked away. All these procedures help to keep children safe.

What does the setting need to do to improve?

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

- improve information sharing about children's stages of development and learning between the pre-school and parents to further support children's learning.

Setting details

Unique reference number	EY473568
Local authority	Greenwich
Inspection number	10259640
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	2 to 4
Total number of places	32
Number of children on roll	26
Name of registered person	Brewer, Dawn
Registered person unique reference number	RP516752
Telephone number	02088514874
Date of previous inspection	14 September 2017

Information about this early years setting

Maryfield Pre-School 1 re-registered in 2013 and has a sister pre-school in Bromley. It is located near Mottingham, in the Royal Borough of Greenwich. The pre-school is open each weekday, from 9am to 3pm, during term times only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Six members of staff work directly with children, including a part-time early years teacher. The manager holds a relevant qualification at level 5 and a further four staff hold qualifications at level 3 or above.

Information about this inspection

Inspector

Rebecca Hurst

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.
- Staff spoke with the inspector during the inspection.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation during story time.
- The inspector observed interactions between staff and children and the quality of education being provided and assessed the impact that these were having on children's learning.
- The inspector and manager carried out a learning walk and talked about the learning intentions for children.
- Parents shared their views of the setting with the inspector.

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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