

# Inspection of St George's Pre-School & After School Club

St. Georges Church Hall, 25-27 Albemarle Road, BECKENHAM, Kent BR3 5HZ

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Inspection date: 28 November 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 arrive at the nursery happy to start their day. The caring manager and staff greet children warmly. Children form strong attachments with their key person. As a result, they feel safe and secure. They confidently choose their activities and share their ideas with their friends. For instance, older children talk about their designs and skilfully manage scissors to shape their artwork. Children enjoy learning about nature. For example, they discuss how to care for the worms they find outside.

Children behave well and show pride in their achievements. The inclusive setting has high expectations for children's learning. All children are well supported, including those who receive additional funding and those with special educational needs and/or disabilities (SEND). They know the daily routine well. For example, they tidy up when they hear the music. In addition, staff engage children using visual images of 'what's next' to support children with an additional language. Children's language and communication skills are well supported. They snuggle up and listen well as staff read stories. Staff engage children in interesting discussions and encourage them to identify objects. For instance, children learn to differentiate between a 'mammoth' and an 'elephant'. This helps build on children's vocabulary.

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

- Parent partnerships are strong. Staff work closely with parents and other professionals within the local authority to support children's learning. They share regular updates about children's achievements. Parents comment on the positive relationships they have with staff and how well children settle. However, staff have not developed a working partnership with other settings that children attend. This would provide children with more consistency in their learning.
- Children's language and communication skills are well supported. For example, staff plan story times with different groups to support the ages and stages of children's development. Staff use sign language and encourage children to join in songs and rhymes. However, during circle time and adult-led activities, staff do not give all children enough time to think and respond to questions. This would help build on children's confidence.
- The ambitious manager has developed a curriculum that offers children a wide range of learning opportunities. Staff know children well. They carefully consider children's next steps and follow their interests. This helps prepare children for the next stage of their learning.
- Children have lots of opportunities to develop their imagination. They engage in interactions with staff in the role-play area. For example, children care for dolls and act out real-life experiences. They lay the table, ready to share pretend food with their friends.

- The manager works closely with staff to evaluate the learning environment. Staff attend training to help raise the quality of the provision. For instance, they use additional funding to enhance the book corner to create an inviting area for all children. All staff have a visual timetable, which they share with children during the day. This supports children, including those with SEND, to make good progress in their learning from their starting points.
- Children's physical skills are developing well. Staff ensure that children have daily opportunities for outdoor play in the garden. For example, older children count as they jump from one numbered log to the next. Younger children manoeuvre around the garden using different vehicles and manage the steps on the slide. This helps build on children's resilience skills.
- Staff are good role models. They sit with children during snack and mealtimes and encourage children to make healthy choices. Children develop their independence skills. For instance, they take turns to pour their own milk and use tongs to serve themselves vegetables. Children's behaviour is good.
- Children are active learners. They are eager to participate in activities, which help them explore cause and effect. For example, staff encourage children to identify different ingredients needed to make play dough. Children take turns adding and mixing the flour, salt and water. They describe the dough as 'soft' and 'sticky'. This builds on children's mathematical and vocabulary skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager carries out risk assessments for the indoor and outdoor areas. Staff remove any hazards to help keep children safe. They demonstrate a secure understanding of child protection. Staff know how to identify the different signs and symptoms of abuse, including children who may be at risk of extremist views. Staff know the correct procedures to follow if they have a concern about the welfare of a child. They complete regular safeguarding training to keep their knowledge up to date. Staff also understand the importance of whistle-blowing and the procedures they must follow.

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

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

- support staff during group times, to allow quieter children time to consider and respond to questions, to help develop their communication and language skills further
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	EY413935
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10235441
<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 3
<b>Total number of places</b>	58
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Matthews, Susan Amanda
<b>Registered person unique reference number</b>	RP515749
<b>Telephone number</b>	0208 650 6459 or 07929737095
<b>Date of previous inspection</b>	11 January 2017

## Information about this early years setting

St George's Pre-School & After School Club was established in 1998. It is situated in Beckenham, in the London Borough of Bromley. The setting operates Monday to Friday, from 8.45am to 3pm, during term time only. An after-school club opens from 3.15pm to 6pm each weekday. There are six members of staff, including the manager/owner who has an early year's degree. Of the remaining staff, four hold relevant early years qualifications at level 3 and one at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together. The inspector held discussions with the manager and staff.
- Parents and children shared their views of the setting with the inspector.
- The manager and the inspector completed a learning walk together to discuss the manager's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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