

Inspection of Betts Park Pre-School

Croydon Road, London SE20 7YZ

Inspection date: 6 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff welcome children as they enter the pre-school. Children settle quickly and greet their friends as they arrive. They understand the morning routine and are eager to independently hang coats on their pegs, place their lunch boxes on the trolley, and find their name cards to sign in. Children enthusiastically explore the environment and easily select the toys they want to play with. They are confident to approach staff for help, if needed. Staff offer praise for their accomplishments, which raises children's self-esteem. The curriculum offers challenge and stimulates children's interest. Children are keen to get involved in the activities on offer and staff support their positive attitudes to learning well.

All children behave well. They learn to take turns and share the resources. Children learn to identify and manage their feelings with sensitive support from staff. Children have good opportunities to develop their physical skills. For example, they eagerly join in activities to develop their large muscles as they ride on bicycles to race around the track in the garden and navigate balancing on crates. Children are confident and are motivated to learn. For example, during carpet time they eagerly explain the rules to visitors, discuss which day it is and chose their favourite book, talking about the author, the illustrator and the 'blurb' on the back cover.

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

- The manager and staff have designed a well-sequenced curriculum with a particular focus on children's communication and language and their personal, social and emotional development. Staff know children and what they are working towards well. All children, including children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, make good progress from their starting points. Additional funding is used to enhance children's learning experiences as staff understand children's individual needs well.
- Children confidently use mathematical language in their play. They accurately count how many children join them at an activity and identify which number space they park their bicycles in when they finish riding. Staff talk to the children about the shape and size of different vegetables in the mud kitchen. This supports children's understanding of early mathematical concepts and prepares them for the next stage in their learning.
- There is a focus on developing children's language and communication skills. For example, various areas of the pre-school are set up to create opportunities for communication and to develop children's social skills. Staff focus on children's speech and language through songs and stories at group times. Children regularly join in with conversations and show good listening and attention skills. Children who speak English as an additional language are supported well, as

staff find out key words in children's home languages and use visual cues to help children understand what is happening next.

- Staff have created an environment where children can explore a variety of exciting activities. Children are becoming curious and inquisitive learners. Staff know what they want children to learn, and support children's development well through spontaneous learning opportunities. Occasionally, however, staff do not consistently use a wide range of questioning techniques during their interactions with children to enhance their thinking skills and support their learning further.
- The special educational needs coordinator has a good knowledge of children and supports staff well to provide targeted plans for children. Staff work closely with parents and other professionals to ensure that children with SEND are well supported.
- Partnership with parents is strong. Parents speak highly of the pre-school and comment that the staff team are nurturing and compassionate and that their children thrive in a safe environment. Good communication ensures that parents know what their children can do, what they will be learning next and how to support their learning at home.
- The owner and manager work well together and are strong, motivational leaders. As a management team they have a sound understanding of how to make improvements in the pre-school. They identify areas to improve further and celebrate the staff's strengths to improve practice to benefit children. Staff speak very highly of how leaders support their professional development. They receive regular supervision and training. They feel supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff demonstrate good knowledge of the signs and symptoms that could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff have a clear understanding of the procedure to follow if they have concerns about the conduct of a colleague. The owner completes regular checks to ensure the ongoing suitability of staff working with children. The pre-school is routinely checked to ensure the safety of children.

What does the setting need to do to improve?

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

- support all staff to use questioning techniques to enhance children's thinking skills to support their learning further.

Setting details

Unique reference number	EY310181
Local authority	Bromley
Inspection number	10234944
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	37
Name of registered person	1st for Children Limited
Registered person unique reference number	RP521155
Telephone number	0208 659 6807
Date of previous inspection	29 March 2017

Information about this early years setting

Betts Park Pre-School registered in August 2005. It is located in Anerley, in the London Borough of Bromley. The nursery is open each weekday from 9am to 3.15pm, and offers flexible sessions. It receives funding for free early education for children aged two, three and four years. There are six staff, including the owner, of whom four hold appropriate early years qualifications and one is working towards a qualification.

Information about this inspection

Inspector

Tracey Murphy

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 provider and has taken that into account their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked about the pre-school's curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector key documentation on request.

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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