

Inspection of St Andrews Pre-School

134b Burnt Ash Lane, BROMLEY BR1 5AF

Inspection date: 18 January 2023

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 are happy and eager to explore. They enjoy coming to this friendly and welcoming setting. Children are motivated and keen to learn. They quickly become involved in purposeful play experiences. Children are encouraged to cooperate well together. Older children take turns and share resources without being reminded, while younger children are supported to do so with gentle guidance from staff. Consequently, children learn to show respect for each other and the staff who look after them. Older children are independent in skills such as putting on their coat, while younger children know where to find their own lunch box. They are all very competent at washing and drying their hands. Children are supported well for future learning and school.

Staff know the children and work with them as unique individuals, to enhance their learning and development. Children access a rich and varied curriculum, which is tailored to their individual needs. For example, staff ensure that activities provided reflect what children know, can do and are interested to learn about. Children learn about bugs and work with staff to create a bug hotel in the garden, which insects can inhabit. Children develop good finger muscles as they practise chopping and chipping away at frozen water. They learn new vocabulary, such as 'icy', 'frozen' and 'freeze', as they talk about the ice. Skilled staff adapt the activity to suit the abilities of all the children and ensure that they make the best possible progress. Children behave very well. They listen and follow simple instructions. Staff are calm and help children to understand what they can do.

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

- Managers and staff know the families well. They get to know children and their families during their settling-in time. This helps to establish and support positive relationships, which help children to settle quickly.
- Staff use observations and assessments well to track children's learning. They identify gaps in development and where to target staff support. Recent changes have been made to improve the way staff assess and plan for children's learning. However, these changes are not yet completely embedded. This means the curriculum focus to help build on what children know and can do is not consistently promoted. Although children make good progress from their starting point, this could be even quicker.
- Key persons ensure that they meet children's individual needs successfully. Staff talk enthusiastically about children's achievements. They offer effective support to children with special educational needs and/or disabilities. Staff work closely with parents and other agencies to initiate assessment processes. Parents highly praise staff for their commitment to their children and to working in partnership, ensuring that their children get the support needed to make good progress.

- Children know and understand the daily routine, which is well organised. They enjoy free play and adult-focused group activities. These are tailored to support the children's age and stage of learning and development. During these transition times, children know what is expected, such as tidying up before joining their group. Children focus and engage very well and eagerly participate.
- Children develop good communication and language skills. Staff implement this aspect of the curriculum particularly well. Staff sing songs with toddlers, join in, and have many discussions about their play. For example, staff add words to children's babbles and repeat what they say so they hear the correct pronunciation. Staff use Makaton to help support children's speaking, which children respond to confidently.
- Children learn about the world around them. For example, they enjoy learning about other people and communities different to their own. They develop a good awareness of the wider world. This helps children to understand what makes them unique.
- Staff provides many opportunities to promote children's health and well-being. For example, children have daily outdoor play and exercise, and staff encourage healthy eating. They monitor children's lunch boxes to ensure their content is nutritious and well balanced.
- Children self-register on arrival, and staff sign children in and out. However, on some occasions, staff overlook the correct times of children's arrival and departure from the setting. This does not ensure consistency in record keeping.
- Managers provide effective support for staff. They complete supervision sessions for staff and hold regular staff team meetings, with training provided. This includes training for higher qualifications. Staff feel that they are well supported in furthering their own professional development. The team work well together to develop ambitious plans for future provision. This means that everyone feels part of the process in striving for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and demonstrate a good knowledge and understanding of how to keep children safe. They know the procedure to follow if they have concerns about a child's welfare. Staff understand the safeguarding policy and procedure and the steps to take in the event of an allegation against a colleague. They complete regular risk assessments and daily checks to ensure that the building, equipment and resources are safe and suitable for children. Ratios are consistently met, and all staff are continuously suitable to work with children.

What does the setting need to do to improve?

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

- ensure changes to improve the way staff assess and plan for children's development are completely embedded, to promote their learning even further
- review and improve records for children's attendance so they are more accurate.

Setting details

Unique reference number	EY497364
Local authority	Bromley
Inspection number	10263378
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	40
Number of children on roll	43
Name of registered person	Wood, Christopher Mark
Registered person unique reference number	RP901316
Telephone number	07808 008748
Date of previous inspection	28 April 2017

Information about this early years setting

St Andrews Pre-School registered in 2015. The pre-school employs six members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and two hold a qualification at level 2. The pre-school provides sessional day care Monday to Friday, from 8.45am until 3pm, with a breakfast club from 8.15am to 8.45am. They operate term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the deputy manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the manager and deputy and looked at a sample of the setting's documents. This includes evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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