

# Inspection of Diddy dinos Pre-school

St. Johns C of E Primary School, Maple road, Penge, London SE20 8HU

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Inspection date: 18 January 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children's behaviour is exceptional in this warm and inclusive pre-school. They demonstrate an excellent understanding of the routine. For instance, children line up independently when it is time for transitions. Children learn to be kind to one another through the carefully planned group activities. Children show that they feel safe through the confident way that they interact with their peers and staff. Parents are extremely happy with the care and learning which their children receive.

Staff show excellent skills in supporting children's communication and language development, in line with children's interests. For instance, children's love for animals is reflected in the well-planned curriculum. For example, staff use dinosaurs and farm animals to provoke children's curiosity and language. They use a wide range of strategies to build on what children already know. For instance, staff blow bubbles and extend children's language, using words such as 'huge' and 'ginormous'.

Children's vocabulary is expanded through rich and meaningful conversations throughout the routine. Staff demonstrate a genuine interest in what children have to say and use mealtimes for social interactions. Children listen intently to their favourite books and are encouraged to have discussions about stories. This encourages children to have a love for reading.

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

- The level of staff's teaching is very high. As a result, children make very good progress in their learning and are well on their way ready for school. Staff know children incredibly well. They take time to settle children in. Staff plan carefully for the next stage of children's learning. As a result, all children, even the youngest, are seen thriving.
- Staff have established excellent partnerships with parents and the local community, including the school. For example, older children from the local school come into the pre-school to read to children fortnightly.
- The leadership team places a high priority on staff's welfare. For example, it has invested in an employment-support package for staff to receive free confidential advice. Staff are highly praiseworthy of the leadership team, and are motivated to learn and do more.
- Children are taught to be kind and considerate through a range of experiences. For instance, they have a pet rabbit that they care for. This helps children to learn to be caring and responsible individuals.
- Children's awareness of their health and well-being is supported at a high standard. For instance, during mealtimes, children and staff sit together to eat,

while admiring all the healthy food they are eating. Staff promote high levels of children's independence. For instance, children learn to throw away food packaging and scrape their bowls independently.

- Staff work hard with parents to provide healthy packed lunches, such as through daily discussions and 'lunch box idea' books available for families. As a result, children and parents make well informed decisions about the food which they choose for their packed lunches.
- Children with special educational needs and/or disabilities are well supported. The leadership team works very closely with external professionals, such as speech and occupational therapists to ensure that children receive the support which they need. As a result, children with SEND are well supported on an individual basis.
- Children are exceptionally confident in this pre-school. They start the day with daily affirmations at group times, which encourage them to build their self esteem and well-being.
- The leadership team is extremely passionate about building on children's experiences. For instance, they have a harpist come in to teach children about music to build on their love for music.
- Children speak with increasing confidence as they chat away during mealtimes. For instance, they tell each other who packed their lunch today and what their favourite meal is.
- Partnership with parents is fantastic. Parents engage enthusiastically with the pre-school. They share their religious festivals; for example, they brought in a dragon at Chinese New Year. Parents come in to read to children. As a result, parents feel extremely welcomed and comment that there is a warm family feel to the pre-school.
- Children have a clear love for books and reading through a range of experiences. As a result, children's language skills are enhanced, securing foundations for future learning.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is strong. Staff demonstrate an excellent knowledge around safeguarding concerns, including county lines and the 'Prevent' duty. They are fully aware of their responsibilities to safeguard children. Staff understand their responsibilities to keep children safe. Leaders and staff show robust knowledge of child protection issues. They know how to respond appropriately when they have any concerns, including whistle-blowing. Staff are first-aid trained, which allows them to respond instantly to any accidents and incidents.

## Setting details

<b>Unique reference number</b>	2596326
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10251404
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Boisard, Barbara Claudia Andrea
<b>Registered person unique reference number</b>	RP909771
<b>Telephone number</b>	07947 548424
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Diddy dinos Pre-school registered in 2020. It caters for children aged two to five years. The pre-school is located in Bromley, London. It operates during term time from 8.30am to 2.30pm, Monday to Friday. The team consists of six members of staff with qualifications ranging from level 2 to level 4.

## Information about this inspection

**Inspector**  
Saimma Akhtar

## 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 in their evaluation of the setting.
- The manager and inspector took part in a joint observation and discussed the findings.
- The inspector met with all staff individually to gain an insight of their time in the pre-school and their knowledge.
- The manager and inspector took part in a learning walk.
- The inspector observed teaching and learning indoors and outdoors.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children 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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