

Inspection of Abbey Pre-School

Abbey Childrens Centre, High Path, LONDON SW19 2JY

Inspection date: 2 March 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 as they play with their friends at this pre-school. They enjoy regular outings to the local park, library, and farm. Children are learning about where they live. They take the bus and walk to local places of interest, gaining confidence as they explore their local community. Children feel a sense of belonging as they understand their place in the world. They have high levels of self-esteem and are beginning to understand how things work.

Children behave well and learn to keep themselves safe. They hold hands with staff as they cross the road and look out for traffic. They take walks by the river and pass by cyclists and pedestrians safely. Children understand that they need to listen to the staff. They try hard to understand what they need to do and follow instructions.

Children's language development is supported well, including support for the high proportion of children that speak English as an additional language. At the farm, children learn about the animals they see. They name the animals and explore the different noises they make. Children begin to use longer sentences with their new words. They can answer questions about what they can see. They are learning to express themselves well.

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

- The manager and staff create a curriculum with a clear intent. Staff work together to create an environment where children feel safe to play. They want children to explore freely. Staff understand that this helps children to feel confident and happy. Children are relaxed and ready to learn.
- Staff find out what children know and can do. They work with parents to find out about children's previous experiences. Staff use this knowledge to plan activities that are appropriately challenging for children. Staff assess children's understanding in their own language. This helps them to identify any gaps in their knowledge and understanding. Children reach their developmental milestones.
- Staff understand that some children need additional support with their learning. They work with external agencies to identify children who need help and work with experts to provide support where required. Children who need help with their learning can access this quickly. However, on occasion staff do not understand the strategies to use to support all children to join in. This means children do not always enjoy activities or achieve the best possible outcomes.
- Staff support children to develop their speaking and listening skills. They talk to them throughout the day and encourage children to use new language. For example, at snack, children learn to say 'milk' or 'water' as well as please and

thank you. At the farm, children sing 'Five little ducks' and 'Old MacDonald had a farm' as they visit the animals. Children learn new words and understand what they mean. They can communicate with staff and their friends.

- Parents are happy with the care that children receive at the pre-school. They report that children are using new words and singing songs at home. Parents say that they receive regular feedback on what children are learning. This helps them to support their children at home.
- Staff understand that children need to lead a healthy lifestyle. Children spend time outside every day, including a 'daily mile walk'. Children have weekly outings on 'Explorer Thursday', where they spend the entire session outside. Children run with staff and their friends in open spaces and are learning to be physically active.
- Overall, children are learning to do things for themselves. For example, children wash their hands and choose which snack to eat. However, on occasion staff step in and do things for children without encouraging them to do things independently. Children are not always fully able to develop their independence skills.
- Staff understand that it is important for children to learn about differences. They plan a variety of activities to support children's understanding of other cultures. For example, children celebrate festivals. They try foods from a wide variety of other countries. Children are learning about different people and communities.
- The manager is reflective of her practice. She arranges training for staff to help support them to develop new knowledge and skills. However, opportunities for professional development are not always closely linked to the needs of individual children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the signs that a child may be at risk of abuse or harm. They know how to report their concerns to the appropriate authorities. Staff understand the action to take in the event of an allegation against another member of staff. The manager arranges regular training to keep staff's knowledge up to date. She has robust systems in place to ensure the ongoing suitability of staff. The manager and staff regularly carry out risk assessments to keep children safe, both in the pre-school and on outings.

What does the setting need to do to improve?

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

- develop teaching skills further, especially in relation to strategies to support children with special educational needs and/or disabilities, so that all children achieve the best possible outcomes

- strengthen opportunities for all children to develop their independence skills.

Setting details

Unique reference number	EY451407
Local authority	Merton
Inspection number	10276218
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	20
Number of children on roll	20
Name of registered person	London Borough of Merton
Registered person unique reference number	RP524519
Telephone number	02082745342
Date of previous inspection	6 July 2017

Information about this early years setting

Abbey Pre-School registered in 2012. The pre-school is based in Abbey Children's Centre, which is situated on the site of Merton Abbey Primary School, in the London Borough of Merton. The pre-school employs six members of staff, five of whom hold an appropriate early years qualification at level 3 or above. The pre-school operates term time only and is open every weekday from 9am to midday. The pre-school provides early free funded education for children aged two and three years old.

Information about this inspection

Inspector

Kate Daurge

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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