

Inspection of Wellington Boots Playgroup & Pre-School

Holy Trinity Church, Hurst Road, Sidcup DA15 9AE

Inspection date: 23 March 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 engage children in conversations that are meaningful. Children learn in a language-rich environment. Staff take time to explain and give examples to prompt children's thinking and deepen their understanding. The impact of this is that children develop strong social interactions and feel they are valued.

Children explore and investigate the activities with appropriate adult support and supervision. They develop positive relationships with each other and are creative in their play. For example, children make pretend food in the role-play area, which they share. They use real resources, such as flour and water to make dough.

Children have good attitudes and are active in their learning. They are content and confident in their surroundings and demonstrate a good sense of belonging. Staff know the children well and successfully manage and support their behaviour. For instance, staff model expected behaviour effectively and have realistic rules and boundaries for children to follow. This helps children to feel safe and secure in their environment and creates a culture of respect. Furthermore, children are building good foundations for understanding what is right and what is wrong, which helps prepares them well for their future.

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

- Children are happy, and their personal, social and emotional needs are met effectively. They go to staff for emotional support and reassurance, when needed. Staff are nurturing in their interactions and give gentle guidance to help children settle and feel safe and assured.
- Parents speak highly of the care, support and education that their children receive. They are kept up to date with their child's progress and learning. Managers explain the benefit of working in partnership with parents. They meet with parents regularly and share information about their children. Parents feel involved and work well with the staff team to improve the provision, which benefits children effectively.
- Managers and staff have clear ambition to improve. They use reflection as an effective tool to evaluate ways to enhance practice and the provision. For instance, they have worked closely with parents to fundraise and improve the garden. As a result, children play and explore outdoors safely and promote their physical skills and learning outdoors. Staff have also developed the music area to be more inviting and enhance children's communication and social skills.
- Staff have a clear vision of what children need to learn next and how to get them there. They understand what they are teaching children and focus on key elements of development. However, at times, during whole-group activities, not all children participate. Children become distracted and lose focus, which does

not support their learning as well as possible during these times.

- Staff support children's communication and language skills well. Children listen and understand what is happening next. For example, when it is snack time, they know to wash their hands before they eat. Children are polite, such as learning to say 'please' and 'thank you'.
- Children are confident to try and to explore. For example, younger children calmly persevere as they try to work out how to use different resources. Children join staff to make and decorate clocks. They talk about shapes and the differently size circles, such as 'big' and 'small'. Staff count with the children, while older children write numbers on their clock as well as their names. Staff praise children for trying and for their achievements.
- Managers support staff effectively and focus on ways to enhance their skills and knowledge. They identify staff's strengths and use these in their practice, and also recognise areas to be developed. Staff have good attitudes and feel supported. They seek to enhance their skills with training. They understand the impact this has on their ability to deliver good outcomes for children and their families.
- Staff provide additional support to children when necessary. They seek advice from other professionals promptly. However, partnership with other provisions that children also attend is yet to be embedded to help enhance consistency for children.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate their commitment to protecting children and keeping them safe from harm. They access effective, ongoing training. Staff have confidence and are aware of the importance of referring safeguarding concerns in a timely manner. Staff seek ways to strengthen their knowledge of the community to best support children. Their wide understanding enables them to be vigilant to any rising concerns. Staff can identify different signs of abuse and show their understanding that changes in behaviour could indicate that a child's welfare might be at risk of harm. Managers and staff undertake effective assessments to identify and minimise risk to keep children safe. Children also understand how to keep themselves safe while playing in the garden.

What does the setting need to do to improve?

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

- review whole-group activities with children to ensure that their individual needs are met
- develop effective partnerships with other provisions that children also attend to support continuity in learning.

Setting details

Unique reference number	EY467663
Local authority	Bexley
Inspection number	10280311
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 3
Total number of places	26
Number of children on roll	38
Name of registered person	Wellington Boots Playgroup Partnership
Registered person unique reference number	RP902537
Telephone number	07837445851
Date of previous inspection	7 September 2017

Information about this early years setting

Wellington Boots Playgroup & Pre-School registered in 2013. The pre-school is located in Sidcup, in the London Borough of Bexley, and is situated in Holy Trinity Church Hall. It is open Monday to Friday, from 9.15am until 12.15pm, during term time only. There are five members of staff employed. Of these, four hold relevant early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Marvet Gayle

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 and inspector completed a learning walk together of areas of the pre-school and discussed the early years curriculum.
- Children spoke 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, indoors and outdoors, and assessed the impact that this has on children's learning.
- The manager and the inspector carried out a joint observation during outdoor play.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023