

Inspection of Ladywell Preschool

Ladywell Children's Centre, 30 Rushey Mead, Brockley, London SE4 1JJ

Inspection date: 27 April 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 extremely happy at this busy and stimulating setting. They are confident and independent learners who freely explore the interesting areas and resources provided. For example, children build a bridge from large blocks in the garden. They then pour water underneath to make a river. Staff observe without interfering and allow children to create and follow their own ideas as they play. This means children gain confidence in their own abilities and ideas.

Children behave very well. They help each other, take turns and listen to instructions from staff. Children use familiar routines and processes to help them regulate their emotions. For example, they go and sit in the outside willow den to take time to think and calm down should they become frustrated.

Children benefit from a well-thought-out curriculum that helps them to build on what they know. For example, they find a new word in a familiar book and discuss what it means. Developing an awareness of healthy lifestyles is an important part of the curriculum. Children wash and prepare fruit for snack. As they chop, they talk about healthy eating. When fruit is accidentally dropped on the floor, they are reminded to wash it again to remove any dirt and germs. A bike and scooter park has recently been added to the nursery entrance to encourage children and their families to walk and ride to nursery.

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

- The new manager has created a clear curriculum based on the needs of the children. There is an emphasis on independence and being physically confident and capable. Children climb a tree as well as a man-made climbing wall. They negotiate a bumpy, uneven play surface with ease and scramble on and off a tyre swing. In this way, children are experiencing a wide variety of situations in which to practise and develop their large-muscle skills.
- The existing key-person system has been strengthened under the new manager. This helps children to develop strong relationships with all staff. Children happily go to all staff in the setting and do not become unsettled if their key person is absent. They accept help from staff with things they find difficult, such as toileting and regulating their emotions.
- Children's learning and development are supported as they play and explore. Staff talk to children while they make sceptres for the coronation. They ask questions that help children to think, problem-solve and discover new words. However, when children engage in play which is more physical and often exciting, such as superhero play, staff are less confident in knowing how to support this type of learning to raise children's achievements even further.
- Children benefit from the nursery's very strong partnership with parents. Parents

praise the nursery and the care and education their children receive. They say that information shared about what children are doing at home is incorporated into the nursery curriculum. For example, a tennis net is now available in the garden after children started tennis lessons at home. Much to children's delight, parents go into the nursery to share special talents, such as music and yoga.

- Children with identified special educational needs and/or disabilities are well supported by staff. The nursery works in partnership with parents, the local authority and other professionals. Thus, these children receive the support needed to make the progress that they are capable of. However, staff are not consistent in identifying possible gaps in other children's development to put effective strategies in place to help them catch up in their development.
- Staff are caring and responsive to children. Their professional development is supported by the manager and other professional organisations. This supports staff in consistently implementing the curriculum. This helps children to benefit from what staff intend them to learn.
- Managers and staff evaluate what works well in the nursery and identify areas for development. They have recently considered ways to support children who struggle to regulate their own feelings and behaviour. This has resulted in resources, such as family books, being created. Children look at these when they need to feel comfort and security.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their role and responsibility in safeguarding children. Frequent professional development, in the form of discussions and recognising possible changes in children's demeanour, helps to ensure that their knowledge remains secure and up to date. Managers and staff have a good understanding of how to identify children who may be at risk from harm or abuse. Children learn to manage their own risk and how to keep themselves safe. Outside, they know to stand back and wait for the tyre swing to reach its arc before walking past. When preparing snack, they learn how to handle a sharp knife safely.

What does the setting need to do to improve?

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

- improve knowledge of the different ways children play, in order to support their learning more effectively
- strengthen procedures to identify gaps in children's learning to help them catch up more quickly in their development.

Setting details

Unique reference number	EY357611
Local authority	Lewisham
Inspection number	10279784
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	27
Number of children on roll	32
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	07896 761467
Date of previous inspection	18 September 2017

Information about this early years setting

Ladywell Preschool registered in 2007 and is located in Brockley. The pre-school is owned and managed by the Pre-School Learning Alliance. There are five members of staff, four of whom have relevant childcare qualifications at level 3 or above. The pre-school operates Monday to Friday from 9am to 3.30pm, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Beverly Hallett

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager carried out a joint observation with the inspector of an adult-planned activity.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspector and these were taken into account.
- Leaders and managers met with the inspector to discuss leadership and management matters.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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