

# Inspection of Masons Preschool

48-50 Verdayne Avenue, Croydon CR0 8TS

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Inspection date: 27 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happy and are warmly welcomed by staff. This helps them to feel safe and secure. They leave their parents confidently and are excited and eager to explore the broad range of interesting activities and resources. Overall, staff have high expectations for all children. For example, children concentrate as they sort toys into their matching colours. They confidently use knives and learn how to cut their fruit in half. Children develop their early mathematical skills. They are making good progress and developing well. Children enjoy free-flow access between the inside and outside environments. They explore nature and extend their own thoughts and ideas as they play.

Staff support children to safely take risks. For instance, children delight in climbing trees and learn how to manoeuvre around the garden using a range of different bicycles. Children show kindness to their friends in this inclusive pre-school. They are aware of the impact of their behaviour on others. Children listen to instructions and behave well. They relish the opportunity to watch the changes in the live caterpillars as they grow and develop. Children confidently describe how the caterpillars will change into butterflies. This helps to build on their understanding of life cycles.

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

- Parents speak very positively about the pre-school. They appreciate the caring and supportive staff. The ambitious manager and staff keep parents up to date. For instance, the manager sends weekly emails to parents with suggestions of activities to do at home. However, the manager does not provide enough opportunities for children to explore their cultures, languages and diverse backgrounds, to help children develop their understanding of their uniqueness and of the wider world.
- The manager works closely with the staff and other professionals to reflect on the setting. She provides high-quality learning experiences for all children. Children are inquisitive and confident. For instance, they are very proud of having their name added to the board when they manage their coats themselves. However, on occasion, staff do not encourage children to tidy away. This would allow them to learn how to take care of things and create floor space to explore the resources they have selected.
- Staff know the children well and assess their development to support their individual needs. All children are well supported, including children who receive additional funding or who have special educational needs and/or disabilities.
- Children feel valued when staff include their ideas. They are encouraged to vote for different activities. For instance, children find their name and place it next to the book they would like the staff to read at story time. This helps to build on

children's early literacy skills. Children learn to understand democracy and how to respect other children's choices. Children's behaviour is good.

- Staff plan a range of interesting activities that build on children's interests. Children confidently choose and lead their own play. For example, young children help themselves to resources that are on low shelves. Older children make changes to the creative painting activity to make handprints. Staff support children to extend their learning. This helps to build on their independence and imaginative skills.
- Children access a range of resources and become engrossed in their play. For instance, in the garden, they fill buckets with mud, water and natural resources to create pretend potions. Children giggle with delight when they put on their wellies and jump in muddy puddles. They build on their gross and fine motor skills. Children are developing their understanding of cause and effect.
- Children enthusiastically join in with whole-group activities, such as singing and story times. However, at times, staff are not always clear of the learning intention of the activity, and children become distracted. This means children do not always achieve as well as they could.
- Children are developing a good understanding of how to keep healthy. For example, they enjoy healthy snacks and plant and harvest vegetables that they cook and eat.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and what to do should they have concerns about a child's welfare. This includes the possible indicators of abuse and signs that a child or family may be exposed to extreme views or behaviours. They know what to do if they have concerns about a colleague's conduct. Staff observe children well in the large garden area. They follow good processes to ensure that those who have access to the pre-school entrance are known by the staff. They ensure there is always a member of staff with a key for the gate outside. This helps to keep children safe and secure.

## **What does the setting need to do to improve?**

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

- enhance opportunities for children to share more about the languages, traditions and cultural practices they experience at home
- review the arrangements during daily routines to help children understand the importance of tidying up resources and caring for their play spaces
- enhance further staff's understanding of the curriculum to plan clear learning intentions, to help all children become and remain highly engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY492591
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10281915
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Smith, Kerry Ann
<b>Registered person unique reference number</b>	RP513886
<b>Telephone number</b>	07718067514
<b>Date of previous inspection</b>	9 October 2017

## Information about this early years setting

Masons Preschool registered in 2015. It runs from a Scout Hut in Shirley, Croydon. The pre-school is open each weekday, from 8.45am to 2.45pm and 9am to 3pm, during term time only. There are seven members of staff, and two are unqualified, three hold appropriate level 3 early years qualifications and two hold early years degrees. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## 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 inspector spoke 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 was having on children's learning.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector carried out a joint observation of a group activity with the manager.
- Children spoke to the inspector about their experiences in the pre-school.
- Parents shared their views of the pre-school with the inspector.

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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