

# Inspection of Bluebells Preschool

Coulsdon Community Centre, Chipstead Valley Road, COULSDON, Surrey CR5 3BE

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Inspection date: 3 May 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 excited to start their day. They part from their parents with a wave and are greeted pleasantly by waiting staff. Children understand the routine of the pre-school. For example, they know to hang their coat and put their lunch boxes where they are stored before entering the play space. The play space is very welcoming and intriguing. Children's interest is quickly captured. They waste no time engaging in play. The atmosphere buzzes with children's excitement and laughter. The pre-school is a centre of adventure and children thoroughly enjoy their time.

Children settle well and form secure relationships. They are safe, content and enthusiastic to join in play with staff and their peers. Staff are good role models and provide children with clear expectations for their behaviour. Children listen well to staff and each other. They are kind towards others and show positive attitudes towards their learning. Children have good levels of independence. They help to tidy toys away. Older children manage their personal needs, while younger children are given some support when needed. Children develop strong finger muscles and enjoy lots of opportunities to make marks and engage in stories. Children develop the necessary skills in readiness for their next steps in learning.

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

- The manager's vision to promote independent, resilient and caring children is what makes the pre-school special. She skilfully supports her experienced team. They identify areas of strength and what needs improvement. For example, they recognised the need to provide more support to help children develop their physical skills. As a result, the team worked with parents to fundraise and improve the garden. Children gain ample experiences which enhance their physical development. They delight in exploring the garden.
- Staff provide children with an ambitious and well-sequenced curriculum. They know the children well and understand their needs. Staff are experienced and understand what the manager intends them to teach to children. Hence, observations and assessments, such as the progress check for children aged between two and three years, are implemented well. Staff tailor the curriculum to match children's knowledge and current level of development.
- The support in place for children with special educational needs and/or disabilities is strong. The manager acts swiftly to get the support children need. External intervention plans are shared with parents. This helps gaps in learning to close quickly. Children make good progress.
- In the main, staff support children's communication and language skills well. They introduce new vocabulary and listen to children with interest. However, on occasion, staff working with the youngest age group do not ask children

questions that require them to think critically and enhance their speaking skills even further.

- Staff teach children about rules and boundaries. Children are familiar with routines. Staff organise transition times for children well. For example, they explain what is going to happen after they have tidied up, which helps to maintain children's interest and motivation. Children focus and engage well in their learning.
- Partnership working is good. Links with parents are robust and they comment that the pre-school is 'very supportive'. Parents attend meetings, get regular newsletters and have daily discussions with staff. Links with the community and local authority are highly effective.
- Children are supported to develop strong social skills and confidence. They learn to cut fresh fruits and vegetables and how to 'squeeze' lemons and limes to make 'tea'. Older children competently make and share vegetable bolognese.
- Overall, care practices are good. Children learn about eating fruits and vegetables. Staff teach children about healthy lifestyles, such as the importance of exercise and their oral health. However, snack time for the younger children is not well considered. Children are allowed to eat pieces of fruit from the same plate, which does not consistently promote good hygiene.
- The manager gives staff well-being high priority. She carries out supervision sessions with staff, team meetings and appraisals and provides appropriate training. Staff report that they feel 'very well supported'. Their morale is high and workload is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Robust recruitment and vetting procedures are in place for staff. The manager ensures that all staff working with children are suitable. Risk assessments are effective, and all areas of the pre-school are safe. Staff are trained in first aid and are deployed well. They deal with children's accidents and injuries accurately and complete a register of children's daily attendance. The manager ensures staff regularly update their safeguarding knowledge through training. Staff are aware of the referral procedure and know the steps to take if they have a concern about the conduct of a colleague. They teach children how to keep themselves safe as they play.

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

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

- provide further support for staff to help them improve how they use questions to enhance children's critical thinking and speaking skills
- review snack time to ensure that children are consistently supported to develop

healthy habits.

## Setting details

<b>Unique reference number</b>	EY466404
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10286090
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	40
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Bluebells Pre School Partnership
<b>Registered person unique reference number</b>	RP911502
<b>Telephone number</b>	07944125276
<b>Date of previous inspection</b>	31 October 2017

## Information about this early years setting

Bluebells Preschool registered in 2013. It operates from a community hall in Coulsdon, in the London Borough of Croydon. It is open Monday to Friday from 8am to 3.10pm, term times only. The provider receives funding to offer free early education for children aged two, three and four years. The pre-school employs seven members of staff, of whom four hold a relevant childcare qualification at level 3. The manager holds a level 5 childcare qualification and there are two apprentices.

## Information about this inspection

### Inspector

Marvet Gayle

## 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 manager and has taken that into account in their evaluation of the pre-school.
- The inspector observed the quality of education during a variety of activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and inspector completed a learning walk together.
- The inspector completed a joint observation with the manager and discussed the quality of teaching and learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to some parents during the inspection 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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