

Inspection of Norwood Grove Pre School

The White House, Norwood Grove, Copgate Path, off Gibson's Hill, London SW16 3EX

Inspection date: 12 May 2023

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| 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and separate from their parents and carers with ease. On arrival, they receive a warm welcome from staff, who provide a safe, welcoming and nurturing environment. New children are effectively supported by their key person and parents to settle into the pre-school at their own pace. Children behave well and staff have high expectations for every child. They are encouraged to have 'kind hands' and be polite and kind to each other.

Children are beginning to learn how to be independent. For example, at snack time, they cut up soft fruit and pour their own drinks from jugs. Their school readiness is promoted on arrival and departure as they take off and put on their own shoes and coats. Older children are learning concepts such as 'left' and 'right'.

All children are encouraged to develop positive attitude to literacy. For example, they look at books independently and have an interest in stories. This includes being read to by staff and reading to themselves. They have ample opportunities to strengthen their finger muscles as they use scissors and access pencils and crayons to make marks. Children's knowledge of colour is supported well during these times. They learn that turquoise is a different shade of blue. This practice helps to develop children's early reading and writings skills.

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

- Staff are skilled at promoting children's communication and language skills. They use effective strategies, including circle times, singing and signing, and questioning to engage children in meaningful conversations. Circle times provide children with opportunities to 'find their voice' in large groups. Staff promote children's home language, which further enhances children's ability to become skilful, confident communicators.
- Staff promote children's mathematical development well. They encourage children to explore mathematics at every opportunity. For example, children successfully identify and match shapes, recognise numbers and count for a purpose. However, staff do not always build on what older and most-able children know and can already do. For example, when children access shape puzzles, their knowledge of more-complex shapes and counting is not extended.
- The manager and staff work as a team to plan a meaningful curriculum that meets children's needs and interests. They use interesting themes that captivate children's imagination and curiosity. Older children recollect a past theme on space with excitement as they remember some of the names of the planets. The current theme, sea life, has children confidently talking about the dangers of coming into contact with a stingray.
- Staff make regular observations and assessments of children's learning. Overall,

these are used effectively to inform planning and support children's ongoing good progress. Staff regularly share children's development records with parents. This helps to promote continuity in children's learning.

- Children are encouraged to adopt a healthy lifestyle. For example, they have daily opportunities to explore the outside area with close supervision. They take part in good hygiene routines as they access the bathroom to clean their hands before having snacks. Children have meaningful opportunities to learn about how food grows and where it comes from. For example, they help to plant and tend to a broad range of fruits and vegetables. These include fruit trees in the outdoor area, courgettes and runner beans that are growing in the conservatory.
- Parents comment that the experienced manager is passionate about the families, children and staff. They appreciate being able to take part in the multitude of events that happen at the pre-school, such as coffee mornings, outings, graduations and Christmas concerts. Staff provide parents with termly opportunities to access information about their children's development. They are aware of how they can support children's learning at home.
- The manager implements a regular programme of supervision and meetings with her staff team. Although staff regularly complete mandatory training, the manager has yet to target professional development opportunities to raise the already good teaching skills to an outstanding level.
- The manager works closely with parents and her team to evaluate the provision. For example, staff regularly identify areas for development and make positive changes that benefit children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of their responsibilities to protect children from harm and abuse. The manager keeps their knowledge of safeguarding and child protection up to date through regular training. Staff are aware of the procedures to follow should they have a safeguarding concern about any child or staff member. The manager confidently discusses the secure procedures that she follows when recruiting new members of staff. She checks the suitability of staff, both before and during their employment. Staff work hard to ensure that children are safe in the pre-school. They conduct robust risk assessments and supervise children well during activities and on outings around the local community.

What does the setting need to do to improve?

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

- support all staff to consistently extend and build on the older and most-able children's knowledge and learning so they are sufficiently challenged
- target professional development opportunities on raising leaders' and staff's

already good teaching skills to an outstanding level.

Setting details

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| Unique reference number | 125014 |
| Local authority | Croydon |
| Inspection number | 10264682 |
| 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 | 25 |
| Number of children on roll | 25 |
| Name of registered person | Norwood Grove Pre-School Committee |
| Registered person unique reference number | RP901915 |
| Telephone number | 0208 670 8567 |
| Date of previous inspection | 22 June 2017 |

Information about this early years setting

Norwood Grove Pre School registered in 1992. It is situated in Norbury, in the London Borough of Croydon. The pre-school operates during term time only. Sessions are from 9.15am to 2pm on Monday, Tuesday and Thursday, and extended sessions are on Wednesday and Friday from 9.15am to 12.15pm. A team of six staff, including the manager, work with the children, of whom all hold appropriate early years qualifications ranging from levels 3 to 6. The pre-school receives funding for children aged three and four years.

Information about this inspection

Inspector

Trisha Edward

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 manager and has taken this into account in her evaluation of the setting.
- The inspector conducted a learning walk with the manager through all areas of the pre-school and discussed how the curriculum is organised.
- Staff and children spoke with the inspector at appropriate times during the inspection, and their views were taken into account.
- The manager and inspector completed a joint observation.
- The inspector observed interactions between staff and children.
- The inspector spoke to several 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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