

# Inspection of Camelot Pre-School

50 Meliot Road, London SE6 1RY

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Inspection date: 16 May 2023

**Overall effectiveness** **Good**

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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**

Children arrive happy to attend the pre-school. They respond positively to the friendly staff, who provide a warm and friendly welcome. Staff speak to parents to check on children's well-being, ensuring they can best support their needs during the day. Children demonstrate close bonds with their key person. They enjoy cuddles and reassurance when needed. Children's independence is supported well. For example, children find their coat pegs and take care of their belongings. At snack time, children butter their crackers, cut fruit and pour their own drinks to extend their fine motor skills. Children use good manners and wash up their plates and cups when they have finished.

The manager and staff team have high expectations for all children to achieve, including children with special educational needs and/or disabilities (SEND). Children show a positive attitude to learning and keenly explore and investigate the activities and the environment. They find worms and watch them wriggle with delight, and they use magnifying glasses to hunt for spider webs. Staff engage with children, increase their understanding of nature and extend their vocabulary. Older children support their younger peers as they play games and take turns. Children understand the rules, listen to staff and behave well.

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

- The manager and staff team have faced challenges and undergone several changes during the last year. Two pre-schools have combined on a temporary basis due to staffing and maintenance issues. However, the manager has remained positive and worked hard with staff and parents to ensure that transitions for the children were as smooth as possible. The strong key-person system has been valuable in supporting children's well-being.
- Staff get to know children well from the start. They work with parents to find out about children's interests and achievements. Staff use observations and assessments to track children's progress. The manager acts swiftly to address any gaps in learning and makes referrals to ensure all children get the support they need. The manager works in partnership with professionals to aid individual children's development and prepare them for school.
- Staff plan a broad curriculum, which stimulates children's learning and physical skills. Staff inspire them to try activities and build on their knowledge. Children extend their imaginations as they make soup in the mud kitchen and join crates together to make a train. Staff engage children in conversations and extend their learning. However, on occasion, children's free play becomes less focused, and children become distracted from their learning.
- Promoting communication and language is a key strength of the pre-school. Staff have identified the children who need support with their communication.

Recent staff training has increased staff confidence in storytelling and using props. Staff provide small language groups to benefit the children. They introduce new vocabulary to help children extend their sentences. Staff use 'now and next' boards and 'objects of reference' to support non-verbal children and those with SEND. Staff support children effectively who speak English as an additional language.

- Parents speak very highly of the pre-school. They state that staff are caring and friendly and go 'above and beyond' in their support. Children enjoy attending and have settled well. Parents comment that communication is good. They receive regular updates on their child's progress and ideas to continue learning at home. Since attending, improvements have been made in children's language, social skills and independence.
- Mathematics is woven through activities. Children learn about quantity as they fill cups to make play dough and use a wheelbarrow to transport a heavy bag of sand. Children count, add numbers together and increase their knowledge of shapes. Staff plan group activities to support children's learning. However, the learning intentions are not always effective to build on what children need to learn next.
- The manager supports her staff team well through supervision and monitoring practice. Staff access regular training to increase their knowledge and develop their roles and responsibilities. The manager and staff reflect and evaluate their practice. They seek views from parents and identify areas to make improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff use risk assessments and daily checks to ensure the environment is free from hazards and safe for children to play. Staff talk to children about safety and support them to manage risk. All staff have completed safeguarding training, including training in 'Prevent' duty. They recognise signs and symptoms that may indicate a child is at risk of harm or abuse. Staff know the procedures to follow if they have concerns about a child's welfare. The manager ensures that robust recruitment procedures are in place so that all staff are suitable to work with children.

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

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

- enhance teaching during children's free play to maintain interest and build on their skills
- strengthen the learning intentions during group activities to build on what children need to learn next, helping them to make the best possible progress.

## Setting details

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| <b>Unique reference number</b>                     | EY492778  |
| <b>Local authority</b>                             | Lewisham  |
| <b>Inspection number</b>                           | 10288962  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary 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>                      | 28  |
| <b>Number of children on roll</b>                  | 37  |
| <b>Name of registered person</b>                   | Pre-School Learning Alliance  |
| <b>Registered person unique reference number</b>   | RP900844  |
| <b>Telephone number</b>                            | 0208 461 1615   |
| <b>Date of previous inspection</b>                 | 7 November 2017   |

## Information about this early years setting

Camelot Pre-School registered in 2015 and opens every weekday, during term time only. Sessions are from 8.30am to 11.30am and 12noon to 3pm, with a lunch club from 11.30am to midday, Monday to Friday. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications at level 3. The pre-school receives funding for the provision of free early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Helen Craig

## 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 manager and has taken that into account in her evaluation of the provider.
- The manager and inspector carried out a learning walk together to discuss the pre-school's intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector held discussions with the manager about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance, and suitability checks.

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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