

Inspection of Newstead Road Pre-School

Newstead Road Pre-School, Compton House, 6 Birch Grove, LONDON SE12 0SU

Inspection date: 25 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited to meet staff. They form strong bonds with staff and, as a result, they feel valued and safe. Staff have a very good knowledge of children. They plan and create an environment that enables children to learn and practise skills.

Children make bracelets and thread beads through string. Staff plan for children to practise their hand-to-eye coordination when making bracelets. When some children find this difficult, staff reflect on this and adapt the activity, allowing children to make pasta necklaces. Children are motivated by staff's praise and are proud of their achievements. They show their bracelets to staff and are keen to take them home to share what they have been doing with their parents.

Children work in small groups with staff to make play dough, taking turns to mix and stir. Children use tools to measure out ingredients correctly. They choose items that they want to add to their play dough. Conversations flow, and staff ask children questions about the next steps in the process, waiting for them to answer. Staff praise children for their focus and involvement. They continue this activity with individual children, who need a little more guidance and support.

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

- Staff plan a curriculum for all children that is meaningful and takes into account their interests and next steps for learning. For example, when children show an interest in the snails, staff provide an 'investigation station'. Children use magnifying glasses to describe their observations. They have conversations with their peers about how they can care for the snails and provide them with food and a home.
- There is a clear focus on children's communication and language at the pre-school. Children enjoy sharing story sacks with staff, parents and the local librarian, who comes to read to them. Children join in with a familiar book, 'We're Going on a Bear Hunt'. Some children draw characters from the story, while others learn and draw about real bears when looking at non-fiction books. Consequently, all children, including those with special educational needs and/or disabilities, make good progress.
- Children's independence in self-care skills is promoted well. Children choose to play outdoors for extended periods. They go over to the water station to have a drink, understanding the importance of keeping themselves hydrated. Children express when they feel cold and put on extra layers of clothing. They develop good hygiene routines, such as washing their hands and caring for their personal needs.
- Staff interact with children during their play. With support, children construct tall

structures and work well with their peers to stop the structures from falling. Staff create fun games with the construction blocks, and children laugh and giggle. However, the quality of staff's interactions is inconsistent. At times, some staff do not extend children's learning, and they speak to other adults instead.

- Children's behaviour is generally good. They develop a sense of right and wrong. Children listen to instructions and respond very well. They wait their turn when waiting for peers to finish using equipment and resources. On occasions, when children behave incorrectly, staff tell them 'no' or encourage them to say 'sorry'. However, staff do not fully explain the consequences of children's actions on themselves or others.
- Leaders and managers communicate well with parents. They work hard with parents to provide healthy packed lunches, especially for those children who have more complex needs. At mealtimes, staff talk to children about their lunch choices. As a result, children and parents make well informed decisions about the foods that they bring in their packed lunches.
- Parents speak highly of the staff at the pre-school. They say they are knowledgeable and supportive. Parents receive regular feedback about their children's ongoing development. Staff make suggestions on how to support children's learning at home. Parents say the next steps are simple and achievable. Partnership with parents is strong.

Safeguarding

The arrangements for safeguarding are effective.

Staff's safeguarding knowledge is secure, and they can identify the possible signs of child abuse. They know who to make a referral to and who to contact in the event of their concerns not being taken seriously. Leaders and managers provide staff with regular training to build staff's confidence in dealing with different safeguarding situations. The designated safeguarding lead is aware of the processes to be followed when reporting concerns to the local authority and other external agencies. Staff risk assess activities and talk to children about keeping safe.

What does the setting need to do to improve?

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

- support staff to consistently provide high-quality interactions to further enhance children's learning experiences
- enhance the strategies used to better support children's understanding of positive behaviour.

Setting details

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| Unique reference number | 129103 |
| Local authority | Lewisham |
| Inspection number | 10286030 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 33 |
| Number of children on roll | 27 |
| Name of registered person | Newstead Road Playgroup Committee |
| Registered person unique reference number | RP907806 |
| Telephone number | 0208 857 9500 |
| Date of previous inspection | 30 October 2017 |

Information about this early years setting

Newstead Road Pre-School registered in 1995 and is situated in the London Borough of Lewisham. The pre-school is open during term time, on Monday to Thursday from 8.45am to 3pm, and on Friday from 9am to 12.45pm. Five staff work directly with the children. The manager holds a qualification at level 5 and the deputy holds a qualification at level 6. The rest of the team hold appropriate qualifications at level 2, level 3 or level 4. The pre-school receives funding to provide early education for children aged three and four years.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- This was the first inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the pre-school.
- The manager and deputy manager completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and parents spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the pre-school.
- The inspector spoke to children to find out about their time at the pre-school.

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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