

# Inspection of Playwell Pre School

Eltham Park Baptist Church, 32a Westmount Road, LONDON SE9 1JE

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Inspection date: 8 June 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 and excited to be at nursery. They eagerly run inside to greet the staff. Children who need reassurance to separate from parents or carers are quickly comforted by a cuddle or a chat with their key person. They then go off readily to play. Children show that they feel safe and secure, as they freely explore the vibrant learning environment and make choices about their play.

Children play harmoniously and develop good friendships. They learn about the languages and cultures of their peers and celebrate a variety of special events together, such as the Coronation of King Charles III. Children enjoy walks in the local area and visits from people who help us, to help them find out about their community. Therefore, they develop respect and tolerance for different people and ways of life.

Staff want all children to achieve well. They provide an ambitious curriculum, which sparks children's curiosity and promotes a love of learning. Children are highly motivated in their play. They are enthusiastic artists and create wonderful pictures, such as painted portraits of the King and chalk drawings of their favourite London landmarks. Staff read to children daily, to develop their love of stories and provide lots of resources to support their pretend play. Therefore, children are highly imaginative and create rich and varied storylines.

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

- Staff know their key children well and talk with genuine enthusiasm about the progress they have made since joining the nursery. They are quick to identify any concerns about children's development and provide additional support, including from outside professionals. This early intervention helps all children, including children who have special educational needs and/or disabilities (SEND) and those who receive funding, to make good progress.
- The manager places a strong focus on creating a happy and motivated staff team. She understands the value of continuous professional development and ensures that there are regular training opportunities. She has recently achieved a level 5 qualification and explains how this has helped to strengthen her leadership skills. Staff also speak enthusiastically about further training. For example, they describe how they have learnt to incorporate 'sensory circuits' into the routines for children with SEND. They say that this energises children and helps them to concentrate.
- Staff ensure that the learning experiences are playful and fun, they consistently engage with children and support their learning well. For instance, staff skilfully incorporate mathematics throughout the routines and activities. Therefore children demonstrate excellent mathematical knowledge. For instance, they

confidently count, measure and compare as they build and construct. They use language relating to time and money in their role play, and solve simple addition and subtraction problems independently.

- Children show pleasure in being active and initiate games which involve vigorous exercise, such as balancing on steppingstones. They become skilled at handling objects, such as paintbrushes and toy tools. This develops the smaller muscle movements they need for writing. Older children demonstrate that they have effective pencil control as they draw detailed pictures and confidently write their names.
- Staff implement some imaginative ways to teach children about their bodies and personal safety. For example, children have fun drawing the outlines of their friends on large paper. They learn to identify parts of their bodies, such as their thighs, elbows and shins, as they stick plasters onto the pictures. This helps them to express clearly if they have hurt themselves or been harmed by somebody else. However, staff could do more to raise children's awareness of how to stay safe when using online technology.
- Staff encourage children's good behaviour and remind them of expectations such as sharing. They are positive role models and help children to settle their occasional disagreements. However, staff miss opportunities to teach children about the possible impact and consequences of their actions. Therefore, children are not always sure about the reasons for boundaries, and why they should moderate their behaviour.
- Parents are delighted with the care and education provided. They comment that staff are genuinely caring and 'go above and beyond' to meet each child's needs. Therefore, their children are happy and feel safe at nursery. Parents appreciate the regular and detailed information about their children's experiences and progression, which helps them to continue their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff receive regular training, to help them maintain a secure understanding of safeguarding. They know about a broad range of issues which may affect the welfare of children and their families. Managers and staff understand how to identify and respond to possible signs of child abuse and neglect. They know how to report concerns or allegations about adults working with children. Staff use risk assessments and daily checks of the premises effectively, to provide a safe and hygienic environment. The manager carries out robust checks to help ensure that staff are suitable for their roles.

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

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

- provide more consistent support, to help children understand the possible impact of their behaviour and the reasons why boundaries are in place
- further promote children's understanding of how to stay safe when using online technology.

## Setting details

<b>Unique reference number</b>	509635
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10289620
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Eltham Park Baptist Church Playwell Pre-School Committee
<b>Registered person unique reference number</b>	RP903935
<b>Telephone number</b>	07763887181
<b>Date of previous inspection</b>	30 November 2017

## Information about this early years setting

Playwell Pre School registered in 1972. It is in Eltham, in the London Borough of Greenwich. The pre-school is open Monday to Friday, from 9am to 3pm during term time only. The provision offers funded early education for children aged two, three and four years. There are seven members of staff, six of whom hold early years qualifications at level 5, level 3 or level 2.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 her evaluation of the provider.
- The manager showed the inspector around the nursery premises, they discussed the curriculum and how the provision is organised.
- The inspector observed a range of learning experiences, to evaluate the quality of education and the impact on children's learning. This includes a joint observation with the manager.
- The manager ensured that relevant documents were available for the inspector to view.
- The inspector spoke to parents, staff and children during the inspection and took account of their views and experiences.

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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