

Inspection of Shelly Tots Pre School at Turpington

Turpington Community Centre, Turpington Lane, Bromley, Kent BR2 8JX

Inspection date: 13 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle very quickly after arriving at the pre-school. They know the routine well and sit on the rug where they happily join in with circle time. Staff support the children well and demonstrate action songs, as children excitedly participate.

Children who are new to the setting are supported effectively by staff to understand what to do. They confidently join in with the group and are keen to see what activities are on offer as they separate into groups. Younger children are very calm and relaxed as they look around before choosing what they want to play with. Staff join the children, sitting on the floor and calmly interact with them. They gently talk to the children, giving them time to contribute to conversations.

Children give staff spontaneous cuddles, which staff respond to warmly. This close and supportive interaction helps children to feel happy, safe and secure. Children's confidence and self-esteem are effectively promoted. Staff recognise when children try hard, and they give lots of praise for their efforts and achievements.

Children's behaviour is good. They listen well to staff and each other and carry out simple instructions. Older children confidently invite their friends to join in their play, such as drawing on milk bottles with felt-tip pens. Staff praise children for being kind and caring towards each other, helping them to understand behavioural expectations. Children are respectful and learn about people's professions and each other's similarities and differences, which helps them to understand the world around them.

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

- Staff have consistently high expectations of what children can do. They help children to settle into the pre-school routines. For example, children confidently find a seat at the table and sit while they wait for lunch. Staff support children to progress in their self-care skills. Younger children competently feed themselves with a fork or spoon, showing their confidence and ability. Older children willingly share and take turns. They know to help tidy up when the music starts.
- Members of staff work very well together. They comment that they feel very supported by the manager. Staff communicate effectively with one another, and this results in the pre-school running smoothly. Staff are encouraged to develop their skills through training and working towards qualifications. This helps to ensure a reflective approach. Staff keep their knowledge up to date, and they remain responsive to children's needs.
- Staff regularly observe children in their play and make assessments of what they know and can do. They carefully identify what children need to learn next, which they share with parents who can continue to support children at home. Children are effectively supported to achieve well in their learning and development.

- Staff work very effectively with parents and other professionals. Support for children with special educational needs and or/disabilities is well coordinated. The manager regularly communicates with the local authority to coordinate additional support for children where needed. Staff work well together as a team to help children make the best possible progress.
- Children have easy access to the outdoors and regularly visit local parks where they access large apparatus to enhance their physical skills. They learn how to keep themselves safe and healthy. Older children explain that 'putting on sun cream helps to protect you from the sun, so you do not get burn'. Staff provide the children with nutritious and well-balanced snacks and lunch. Children are supported to manage their own personal care and hygiene to keep them healthy.
- Staff provide opportunities for children to develop a love of books. Younger children spend time looking at books by themselves or with an adult, who encourages them to turn the pages. Older children become engrossed in story time and join in as they repeat parts of the book.
- Parents are overwhelmingly positive about the care that staff provide for their children. They comment that since their children have started, their independence skills have developed very well. Parents say they receive consistent communication from the setting, and staff are always available to talk to them.
- Overall, staff support children to develop their mathematical skills well. However, on occasions, staff do not use opportunities as much as possible to encourage children's knowledge of simple addition or talk about amounts, to help extend their learning further.

Safeguarding

The arrangements for safeguarding are effective.

The manager has implemented effective safer recruitment policies and procedures well. She ensures that staff complete suitability checks before they start working and ensure that this is regularly checked to ensure staff ongoing suitability. Staff complete regular safeguarding training, which helps to keep their knowledge current. They demonstrate a secure knowledge of their roles and responsibilities to promote children's safety and welfare. Staff know the procedure to follow if they are concerned about a child's welfare. Effective risk assessments are in place to reduce identified hazards, which contribute to children's safety. Staff are deployed well. They supervise children effectively during play and activities, indoors and outdoors.

What does the setting need to do to improve?

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

- further support staff to improve their skills in supporting children to extend their mathematical concepts and enhance children's learning to even higher levels.

Setting details

Unique reference number	2645482
Local authority	Bromley
Inspection number	10295776
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	20
Name of registered person	Keepence, Shelly Anette
Registered person unique reference number	RP904286
Telephone number	07789503741
Date of previous inspection	Not applicable

Information about this early years setting

Shelly Tots Pre-school at Turpington registered in 2021. It is located in the London Borough of Bromley. The pre-school is open during term time, Monday to Friday, from 8.30am to 9.15am for breakfast club and from 9.15am to 3pm for the main pre-school day. There are four members of staff, including the provider who has a level 4 childcare qualification. The manager is level 3 qualified, one member of staff is qualified at level 2 and one is an apprentice. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk with the inspector and explained the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to children during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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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