

# Inspection of Royal Eltham Pre - School

St. Lukes C of E Church, Westmount Road, LONDON SE9 1XQ

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Inspection date: 20 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children, parents and carers are greeted warmly by friendly and engaging staff. Children feel happy, secure and safe. They are eager to engage in a range of high-quality learning experiences. Staff support children to be inquisitive and imaginative explorers. For instance, they encourage children to use all their senses when playing with play dough. Children count out the cakes that they make and explain about the herbs they use, such as lavender.

Staff provide physical challenges for children inside and outdoors to promote their muscle skills and encourage them to take risks. For example, all children are highly skilled in using scissors during craft activities. Children's behaviour is exemplary. They have an outstanding understanding of nutrition and what makes them healthy. Staff teach children a broad range of vocabulary. Children confidently explain where the 'bell pepper', 'apricot' and 'carrot' grow. They learn that many of the carrot's nutrients are in the skin. All children make exceptional progress. Parents comment on how their children thrive in the outstanding care of staff. They feel fully engaged in their children's learning. For instance, parents receive weekly newsletters and home learning packs, such as a story bag with props. This helps to broaden children's experiences and learning at home.

The managers recognise the impact that the COVID-19 pandemic may have had on children. As a result, during the pandemic, the managers supported children's learning at home and to prepare them for their return to the setting. For example, they shared art and craft activities, online learning recommendations, and healthy menu ideas. Staff also ran online storytelling sessions using props.

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

- The managers have developed an outstanding curriculum throughout the pre-school. Staff follow children's interests and support them to make excellent progress in their learning and development. Children constantly reflect on what they know, remember and can do. For example, staff teach children about a different artist or sculptor each month. Children confidently study the sunflowers on the table before using fine paintbrushes to create their own paintings. Children say, 'This is like Van Gogh'. This builds on their fine motor skills and concentration. Children learn new words rapidly and expand their rich vocabulary. This prepares them for the next stage of learning.
- The managers adapt the learning environment to support children's individual needs. They work closely with parents and professionals to ensure that all children, including those who are funded and children with special educational needs and/or disabilities (SEND), achieve the best possible outcomes. For instance, children with SEND have a tailor made box of toys with sensory

resources and cues to help them to understand the visual timetable. This helps them to settle quickly.

- Partnership with parents is exceptional. The managers gather feedback from parents using surveys and the parent forum. Parents are fully engaged in supporting the pre-school to plan different events, such as a summer picnic for the current and previous families to attend. This helps parents to get to know each other and builds on children's social skills and well-being.
- Children develop strong and caring bonds with their key person and the dedicated staff right from the start. For example, all new parents attend a stay-and-play settling-in session as a group. Parents have the opportunity to explore the curriculum of the pre-school. Staff develop a good understanding of children's interests and areas to develop.
- The managers ensure that they and staff benefit from focused and highly effective professional development. They provide training as a team, observe practice, and support staff to make enhancements to the curriculum. For instance, following training, all staff use sign language and develop creative strategies to support younger children's communication and languages skills.
- Staff are highly skilled at introducing new vocabulary to the children. For example, they use words such as 'nautical' as children work together to build rafts and see if they float in water. Children comment that they 'need to add oars'. Staff constantly engage in high-level discussions. For instance, children discuss the heavy rain and thunder. Staff use technology to show children different types of lightning. Children are captivated as staff talk about what they can see on screen and how thunder and lightning are formed.
- Staff provide children with rich experiences to promote an understanding of people and communities beyond their own. For instance, all children use sign language during the day and at group times. They delight in opportunities to sing and sign songs, such as, 'Row, row, row the boat'. In addition, parents attend the pre-school to share their cultural experiences with children. Children concentrate extremely well and are fascinated to hear from parents who share and demonstrate their Greek tradition of dying eggs red during Easter. Children behave exceptionally well.

## Safeguarding

The arrangements for safeguarding are effective.

Managers follow secure recruitment procedures and an induction process to ensure that staff are suitable to work with children. Staff undertake regular training to keep their knowledge of safeguarding matters up to date, including the risk of radicalisation and female genital mutilation. Staff have a thorough understanding of the possible indicators of abuse and neglect. They know what action to take if concerned about a child's welfare, including reporting directly to the management committee or local authority should they need to. Staff know the action that they would take if they had concerns about the conduct or practice of a colleague.

## Setting details

<b>Unique reference number</b>	509639
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10295328
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Royal Eltham Pre-School Committee
<b>Registered person unique reference number</b>	RP519237
<b>Telephone number</b>	0208 859 7718
<b>Date of previous inspection</b>	7 December 2017

## Information about this early years setting

Royal Eltham Pre-School opened in 1971 and is run by a parent management committee. The pre-school is located in the Royal Borough of Greenwich, London. It receives funding to provide early education for children aged two, three and four years. The pre-school opens five days a week, during term time. Sessions are from 9am until midday, and parents have the option for children to stay from 9am until 3pm. There are seven members of staff in total. Of these, two staff hold qualifications at level 5, three staff are qualified at level 3, and two staff are qualified at level 2.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- This was the first routine inspection the pre-school 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 their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Children, parents and carers spoke to the inspector about their experiences in the setting.
- A meeting was held with the managers. This included a review of relevant documentation, including staff's suitability and training.
- A joint observation was completed. The manager discussed the aims for the activity and the impact on children's learning.

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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