

Inspection of Marvel Pre-School

All Saints Church Hall, Monson Road, London SE14 5EH

Inspection date: 9 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the welcoming nursery excited to see their friends. They form friendships as they explore familiar books and repeat key vocabulary and phrases. Children learn about the world around them when they visit the local park. Staff encourage them to look around and describe the weather. Older children help younger children climb and balance on the climbing frame. Children giggle and shriek with joy as they work together to create a train and make 'choo choo' sounds. Staff support children develop their counting skills through daily activities. For example, children count how many children are in. They also count the number of cups and plates needed during snack time. Children enjoy exploring shapes and making repeated patterns using different shapes.

Children behave well and are kind, courteous and respectful towards each other. Staff promote a culture of supporting children to understand how to manage their emotions. They encourage children to use a feelings chart to express how they are feeling. During circle time, they build on their emotional literacy vocabulary. Staff act as role models and have high expectations of all children's behaviour. Children are familiar with the routines and expectations. They help tidy up before going outside to play and take care of their learning environment.

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

- The manager passionately explains how she supports staff to deliver the curriculum personalised to their individual key children's stage of learning. Staff benefit from receiving coaching and mentoring from the manager. This supports them to develop their understanding and knowledge of the curriculum, particularly in the prime areas and assessment of children. This enables staff to plan effectively to support the learning and development of each child from their current stage of development.
- The manager has built positive partnerships with the local authority early years advisory team and external professionals. She attends 'Early years manager's network training' provided by the local authority.
- Parent partnerships have been developed well. Parents value the feedback they receive about their child's learning and development. They express how pleased they are with the progress their child makes at the nursery.
- Children with special educational needs and/or disabilities (SEND) and children with English as an additional language, have relevant support in place. For example, the manager and staff have worked hard since the previous inspection. They now extend the opportunities for children to sing nursery rhymes and see and hear their home languages during their play. Staff work with parents to support children to settle quickly, by learning key vocabulary and phrases from their first language. This supports children to develop their English language as

well.

- All staff encourage children to practise brushing the model teeth using a toothbrush. They discuss the importance of eating and drinking healthily to keep their teeth healthy.
- Staff generally support children in developing some independence skills, such as washing their hands independently. However, staff do not consistently encourage children to securely build on their independence skills through daily activities and routines.
- Children sit and enjoy activities together. They explore paint with determination as they use the painting brush to mix colours. Overall, children's communication and language are promoted well. However, staff do not always ask questions to allow children to think critically.
- Overall, staff support children to be active and plan opportunities for them to develop their fine motor skills. However, staff do not plan as well as possible to provide a range of challenging activities that can further support children's gross motor skills.
- The manager works closely with the owner and staff to evaluate their practice and the provision to ensure all children make good progress. She acts on feedback shared by staff and parents. Staff feel very well supported and appreciate the training opportunities made available to them to further enhance their practice.
- The nursery promotes and celebrates each child and staff's ethnicity and culture, valuing diversity. Children benefit from learning about each other's culture during cultural celebration month. They come in dressed in their cultural clothes. Parents bring in their cultural dish as part of the cultural day celebrations.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to keep children safe. They confidently explain how they would refer any concerns about the welfare of a child. Staff complete daily risk assessments to ensure the learning environments and resources are safe for children to use. Managers carry out robust recruitment procedures to ensure staff are suitably vetted to work with children. Staff complete mandatory safeguarding training before starting to work with children in the nursery. The manager carries out ongoing suitability checks of staff and agency staff to ensure they remain 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:

- refine how staff plan activities to ensure all children have access to rich experiences that promote their gross motor skill development

- maximise opportunities to encourage children to do things for themselves to consistently build on their independence skills
- make better use of questioning during activities to increase children's thinking skills.

Setting details

Unique reference number	EY281220
Local authority	Lewisham
Inspection number	10280039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	13
Name of registered person	Marvel Childcare Limited
Registered person unique reference number	RP531370
Telephone number	07830 364390
Date of previous inspection	28 September 2017

Information about this early years setting

Marvel Pre-School registered in 2004. It is located in the New Cross area, within the London Borough of Lewisham. It is open Monday to Friday from 9am to 3pm during term time. The nursery receives funding for the provision of free early education for children aged two, three and four years. Four staff work directly with the children. The manager holds a relevant qualification at level 6 and the remaining staff are qualified to level 3.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- A learning walk of different areas of the nursery was provided by the manager.
- The inspector observed the outdoor learning in the local park.
- A joint observation of an activity was carried out with the manager.
- The inspector held a leadership and management meeting.
- Parents, staff and children's views were sought by the inspector.
- A sample of policies, procedures and relevant documentation were evaluated by the inspector.
- Interactions between staff and children were observed by the inspector.

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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