

# Inspection of The Garden Pre-School, Hayes Limited (registration until: 21 July 2023)

Bromley Town Cricket Club, Hayes Lane, Bromley, Kent BR2 9EF

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Inspection date: 23 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 show that they feel happy and secure as they arrive. Staff offer a warm welcome to children and their parents at the start of the day. They are ambitious for children and quickly get to know them well. Staff use information gathered from parents and carers effectively. This helps most children to settle very quickly into the pre-school. Staff implement a flexible approach for children who are new or find it more difficult to separate from their parents. This helps children to adjust to the new environment and routines.

Children experience consistently positive interactions with staff. Staff encourage children to express their ideas during activities and routines. Some younger children demonstrate very good language from an early stage. Staff use agreed methods to help children talk about what they enjoy and how they feel. This helps children to communicate with others in positive ways and to manage their behaviour appropriately. Children choose what resources they would like to use and help staff to set up activities. They look after their friends and show pride as they complete tasks. Children receive encouragement from staff to take on leadership roles during group activities, and they willingly help others. This supports children to develop self-esteem, independence and confidence in their abilities.

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

- Staff understand how to plan and implement sequenced learning opportunities for children. For example, staff help children to recognise their photos as they self-register each morning. Children move on to identify their name labels independently. Children scoop, pour, and join interlocking bricks. This helps them to develop the small hand muscles needed for later writing.
- Staff receive regular support and supervision to help develop their professional practice. Staff complete training to help them better understand how to further extend children's learning. Although staff complete peer evaluations to develop their skills, teaching is very occasionally not adapted sufficiently well. For example, at times, children do not receive enough support to fully engage in group activities.
- The special educational needs coordinator understands how to access external support when identified gaps in children's learning persist. The progress of some children who need extra help with their learning is not monitored and reviewed as consistently as others. Nonetheless, children with special educational needs and/or disabilities progress well from their starting points in learning.
- Staff implement a consistent approach to managing children's behaviour. They reinforce their high expectations with children and discuss what is expected. They allow children time to reflect on how to better manage their responses

should they become upset. This helps children to understand the impact of their actions on others and to behave well.

- Overall, staff demonstrate effective teaching. For example, staff recognise that regular forest school sessions enhance learning for children who learn best outdoors. Staff use these opportunities to help children understand how to respect and care for living things. Children excitedly show their friends the leopard slug they find, and they handle insects with care.
- Children who are less confident speakers have good opportunities to express themselves. Staff support children to interact with others more effectively. For example, children who need extra help to develop their communication skills enjoy making different animal sounds with their friends. This contributes to children's developing speech sounds and prepares them well for future learning.
- Staff support children's mathematical awareness well. Children are eager to explore, and staff encourage children to count items they find. Children show that they understand mathematical concepts, such as when they seek out 'three chairs for the round table'. Staff further extend children's learning as they ask how many more are needed.
- Staff promote children's good health. They provide support and guidance to parents and carers, such as on common childhood conditions and feeding routines at home. Staff speak with children about how to keep themselves and their friends safe as they play. This contributes well to children's physical well-being.
- Parents are generally happy with the service. All parents speak very highly of the friendly and supportive staff team. They value the frequent opportunities that are provided for their children to experience the natural environment and make new friends. The provider seeks feedback from parents to identify priorities for future development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise and respond to concerns about children's welfare or the suitability of colleagues. They are alert to risks to children, such as exposure to domestic abuse and extreme views. Staff recognise the impact of the pandemic and family changes on children. They understand how to access early help and support for families. Staff help children to understand how to keep themselves safe, both indoors and in the natural environment. For example, children understand that they must not 'lick or pick' during forest school sessions. Staff manage risks appropriately and complete regular headcounts as children play outdoors. Staff implement accident procedures effectively. The provider has appropriate arrangements to assess the initial and ongoing suitability of staff.

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

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

- enhance staff support and training further so that staff better understand how to adapt their teaching to help children fully engage with learning
- strengthen arrangements to monitor and review the learning and progress of children with identified gaps in their learning and development.

## Setting details

<b>Unique reference number</b>	EY551703
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10295595
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	The Garden Pre-School, Hayes Limited
<b>Registered person unique reference number</b>	RP535749
<b>Telephone number</b>	07814 501385
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

The Garden Pre-School, Hayes Limited registered in 2017. The pre-school is located in Hayes, in the London Borough of Bromley. The pre-school is open term time only and offers sessions from 8.30am to 4pm, Monday to Friday. The pre-school receives funding to provide free early education to children aged two, three and four years. There are five members of staff who work with children. Of these, two member of staff, including the manager, are qualified teachers, and two other members of staff hold childcare qualifications at level 2 and level 3.

## Information about this inspection

### Inspector

Kareen Jacobs

## 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, parents and carers at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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