

# Inspection of Snuggles Pre-School

43 Carmichael Road, LONDON SE25 5LS

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Inspection date: 7 July 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 settle happily in this small, family-like and caring pre-school. Staff help children to feel valued, for example by smiling and using lots of eye contact with them. Staff ensure that they find out about children's likes and dislikes. They use this information to provide activities that children enjoy. Staff have high expectations of children.

The curriculum is broad and stimulating. Children make good progress and learn beneficial skills in preparation for school. Children learn about difference. For instance, staff teach them about different traditional dance movements from countries around the world. Children learn about special festivals, such as Eid and Chinese New Year. Children develop a good understanding about the world. Staff teach children about biodiversity, such as by having a meadow of uncut grass and wild flowers in the garden. Children enjoy exploring the garden and express delight when they find snails. Staff teach children about how snails live.

Children develop good physical skills. They balance skilfully on tree stumps and steer wheeled toys carefully around the garden. Children practise their throwing and catching skills, using beanbags and balls. They develop good mathematical skills. Children have a secure knowledge of different shape names, including three-dimensional shapes. Staff sing number songs with children, who count securely.

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

- Children have good communication, language and literacy skills. Staff share stories with children in various interesting ways, such as by using puppets and recorded stories. They support children's language skills by asking children to talk about special items they bring into the pre-school from home.
- Children develop good creative skills. They enjoy exploring the texture of different grains and cereals and use paint to make butterfly pictures. Staff encourage children to make three-dimensional models from play dough.
- Children develop good independence skills. They clean their faces and hands after eating. Staff teach them how to dress themselves. Children pour their own drinks.
- Children behave well. Staff remind children of group rules, such as using their 'kind hands' and 'indoor voices'. They talk to children about any disagreements they may have with others and help them to resolve them. Children learn to share and take turns well.
- Children act in safe ways. They know to walk indoors and use the stairs with care and caution. Children use scissors in safe ways. Staff teach children about road safety and children act with care and caution when they go outdoors.
- The manager offers good levels of support to staff. She meets with each staff

member regularly to review and support their work. The manager monitors their work well. For example, she spends time in group rooms to observe practice and gives feedback to staff to promote best outcomes for children. The manager is committed to staff's development and provides good opportunities to attend a variety of training courses. For instance, staff attended a course on supporting children's mental health, which has led to a greater awareness in this area.

- The manager evaluates the strengths and weaknesses of the pre-school and has clear goals for ongoing improvement. For example, she plans to develop the outdoor area further to enhance children's understanding of the world.
- Staff work closely with parents. They provide regular feedback to parents about their children's progress by talking with them each day. Staff also share this information in secure electronic children's journals, which parents have access to. Staff provide good ways for parents to support children's learning, such as lending books from the pre-school for children to read with their parents at home.
- The manager provides healthy routines for children. For instance, they have nutritious snacks which meet their special dietary needs. Staff ensure that children have opportunities for daily physical exercise. They teach children about good oral hygiene. For instance, staff support children to learn about foods and drinks that promote healthy teeth and gums. They teach children how to brush their teeth, and they read stories to promote this further.
- Overall, staff engage well with children to support their learning as they play. However, at times, staff do not consistently provide opportunities for children to learn to solve problems for themselves. For instance, staff sometimes show children how to balance bricks instead of encouraging them to try to work out how to do this for themselves.

## Safeguarding

The arrangements for safeguarding are effective.

Staff view children's safety as highly important. The manager ensures that secure background checks are carried out on staff to ensure their suitability for their roles. Staff carry out health and safety checks which cover all parts of the pre-school, including the outdoor area, to reduce the risk of hazards. Staff have good safeguarding knowledge. They can identify the indicators that might suggest that a child is at risk of abuse. Staff have a full understanding of the procedures to follow to report their concerns to protect children from harm. Staff attend regular training to update their safeguarding knowledge.

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

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

- develop children's problem-solving skills more consistently.

## Setting details

<b>Unique reference number</b>	EY472637
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10301083
<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>	25
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Snuggles Pre-School Limited
<b>Registered person unique reference number</b>	RP905766
<b>Telephone number</b>	07960 348969
<b>Date of previous inspection</b>	5 January 2018

## Information about this early years setting

Snuggles Pre-School registered in 2014 and is located in South Norwood, in the London Borough of Croydon. The pre-school is open from Monday to Friday, term time only. Sessions are from 9am to 4pm. The pre-school employs eight members of staff, including the manager. Of these, five hold appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Beckles

## 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 inspector carried out a joint observation of a group activity with the manager.
- During the inspection, the inspector went on a learning walk around the pre-school with the manager and discussed the aims of the curriculum.
- The inspector observed the interactions between staff and children and spoke with children, when appropriate.
- The inspector held a meeting with the manager and sampled some documentation.
- The inspector considered the views of staff and parents.

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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