

Inspection of Maryfield Pre-School 2

Mottingham Community Centre, Kimmeridge Road, Mottingham, London SE9 4EB

Inspection date: 12 July 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 eagerly enter this safe and secure setting, happy and excited to begin their day. Staff warmly welcome children by name, acknowledging the news that they want to share since they last attended. Staff design an inclusive curriculum to allow all children to make good progress from their starting points in learning. Children are motivated and enthusiastic about the learning opportunities available. They concentrate for sustained periods of time as they work together to create food for the hungry caterpillar out of play dough.

Staff develop children's confidence by offering lots of praise and encouragement. Children confidently manage self-care tasks independently, such as using the bathroom, washing their hands and wiping their own noses. Their behaviour is good. Children develop positive relationships with others and show excitement as their friends arrive. Children play cooperatively together. Staff support children to understand the importance of sharing and being kind to each other. Children show care and concern for one another, offering help and support when needed.

The support for children with special educational needs and/or disabilities (SEND) is a real strength within the setting. Staff are extremely knowledgeable and ensure that swift referrals are put in place to support children and their families.

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

- Staff know children very well. They talk comprehensively about children's interests, where they are in their development and the progress they have made since starting. Children are offered challenge and have appropriate next steps in learning in place. This ensures that children are well prepared for the next stage of their learning.
- Overall, staff develop children's emotional resilience. They use emotion bears to show different faces and children can recognise each emotion confidently. However, staff do not use discussions to help children to understand the meaning behind each emotion and why they might feel this or cause someone else to feel this way.
- Staff support the development of children's communication and language skills well. Children hear a range of stories and songs throughout the day. Staff engage in meaningful conversations with children, listening to children's ideas and opinions. They use Makaton within the setting, alongside visual prompts, to enable non-verbal children to communicate with their peers.
- Children are confident within the setting. They show pride in their achievements, calling others to see the fabulous work they have done. Children negotiate the different areas of learning and activities available with positive attitudes. Occasionally, however, when children find a task difficult, staff step in too

quickly to help them, rather than giving them the opportunity to try and solve problems independently.

- Staff work in partnership with parents to provide children with a healthy start in life. Children enjoy using tongs as they select fresh slices of orange and apple for snack. Staff share important facts with children about the importance of making healthy choices and drinking water instead of juice. Children's oral health is promoted well. For instance, managers provide parents with information about local dentists and the importance of regular check ups for children.
- The setting is within a diverse community, and this is celebrated at the setting. Staff use home languages with children to help them to settle and ensure that they understand simple instructions. An open-door policy welcomes families to come and share their traditions with children. Children are respectful of each other. They grow in confidence and self-esteem as they share with each other what is important to them.
- Partnership with parents is effective. Parents describe the setting as warm and welcoming. They feel leaders and managers communicate effectively and they are kept informed of their children's learning and development.
- Staff feel supported within the setting. Those with additional roles, such as the special educational needs coordinator (SENCo), describe how they are given extra training and time to ensure that they can meet the needs of their roles. All staff are given the opportunity to continue their own professional development by engaging in training and further qualifications.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive a full safeguarding induction. Their safeguarding knowledge is reviewed regularly through supervision sessions and staff meetings. Staff demonstrate that they understand their duty of care towards children. They can discuss the different areas of abuse and the signs they may need to be alert to. Staff understand the recording, reporting and escalation policies. They ensure that the setting is safe for children by conducting daily risk assessments and remaining vigilant to any potential hazards. Staff talk to children about cause and effect to help them to begin to manage risk. For example, children learn that running inside may cause hurt to themselves or others.

What does the setting need to do to improve?

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

- continue to develop children's emotional literacy, such as by further exploring why they might feel certain emotions and begin to self-regulate these feelings
- allow children time to solve problems independently before stepping in to help, in order to build resilience and confidence in their own capabilities.

Setting details

Unique reference number	EY473557
Local authority	Bromley
Inspection number	10301111
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	34
Name of registered person	Brewer, Dawn
Registered person unique reference number	RP516752
Telephone number	02088576224
Date of previous inspection	10 January 2018

Information about this early years setting

Maryfield Pre-School 2 registered in 2013. It is located in Mottingham, in the London Borough of Bromley. The setting is open during term time, from 9am to 3pm, Monday to Friday. It receives funding to provide early education for children aged two, three and four years. The setting employs seven members of staff, six of whom hold a relevant early years qualification at level 3 or above.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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