

# Inspection of Lilly Brook Pre-School

Bickley Park Cricket Club, Bickley Park Road, Bromley BR1 2AS

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Inspection date: 19 September 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 are happy and thrive in this stimulating and welcoming environment. Staff are friendly. Positive relationships between staff and children help them feel valued. Staff are attentive to the needs of all the children they care for. Children behave well. Staff have high expectations of children's behaviour. They show respect and listen to what children say. They provide gentle reminders and explanations to help children learn about rules and boundaries. For example, children eagerly find the sand timers to support them to share resources, such as the balance bikes. Children show respect for others, encouraging their friends to join in, and take turns.

Children are enthusiastic and active learners. They are eager to explore resources around them and to find out how things work. For example, children keenly develop their hand to eye coordination as they practise pouring water into different sized pots and tubes. Children build strong friendships and look forward to playing with one another. Staff are caring and praise children as they learn new knowledge and skills. Children have plenty of opportunities to develop their language and learn new words. They listen to stories and sing familiar songs. This means all children are making good progress in their language development.

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

- Children learn from a planned and sequenced curriculum with a strong focus on communication and language development. Staff plan activities to support children's learning well in this area. The pre-school curriculum focuses well on communication and language skills. For example, staff provide opportunities to extend children's vocabulary and they comment on children's play and learning. Children confidently use the new words they have learned, such as 'puncture'. Younger children enjoy focus rhyme time as they learn a selection of nursery rhymes. Children are confident communicators. Nevertheless, not all staff are clear about the curriculum aims.
- Support for children with special educational needs and/or disabilities is good. The special educational needs coordinator works closely with external agencies to make sure that individual needs are identified, and targeted support plans are swiftly put in place. She provides ongoing support for parents, making sure that they understand their children's needs and how to support their development at home. The manager uses additional funding to adapt the environment and purchase resources and training for staff that directly meet children's individual needs.
- The manager ensures all staff complete a thorough induction programme, which means staff know the policies and procedures at the pre-school. Staff feel well supported by the manager and receive regular feedback on their role. The

manager is a good role model for staff and works alongside them to provide good quality learning opportunities for the children.

- Staff are good roles models and are keen to engage in children's play. However, at times staff do not use effective questioning techniques to encourage children to think, problem solve and share their own ideas, to enhance and challenge their learning further.
- The importance of healthy lifestyles is promoted by all staff. Children have many opportunities to be physically active. They ride bikes, climb steps to slides and play ball games outside. Staff talk to the children about healthy foods and the importance of washing their hands before snack and mealtimes. For instance, children eagerly exchange their ticket after they wash their hands for their snack. Children are beginning to understand how to make healthy choices.
- Parents feel involved in children's care and education at the pre-school. Staff share daily activities with parents through the 'spaces' app, so that they can share their child's pre-school experience and support learning at home. Staff share information about children's care routines, such as sleep times. This helps everyone to work together to promote children's well-being.
- The manager is ambitious for everyone's achievement. She encourages staff to undertake accredited and other training. For example, staff complete training to support children's language skills that extends their knowledge. This helps them to continuously improve the quality of play and interactions to enhance children's language development even further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role in keeping children safe. The manager ensures that staff undertake regular safeguarding training and have up-to-date paediatric first-aid training. The manager supports staff to understand the role of other professionals. She understands the procedure to follow if allegations are made against a member of staff. Staff carry out daily safety checks to make sure that the premises are safe for children to play and learn in. A safer recruitment process is followed to ensure staff's suitability 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:**

- explore ways to build on the good quality teaching to bring it to a consistently high level, and extend staff's understanding of what they intend children to learn
- review staff's use of questioning technics to encourage children to share ideas and challenge their thinking skills.

## Setting details

<b>Unique reference number</b>	EY496212
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10304834
<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>	32
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Lilly Brook Childcare Ltd
<b>Registered person unique reference number</b>	RP906694
<b>Telephone number</b>	07518 103023
<b>Date of previous inspection</b>	1 February 2018

## Information about this early years setting

Lilly Brook Pre-School registered in 2015. It is located in Bickley Cricket Club, in the London Borough of Bromley. The pre-school is open Monday to Friday from 8.30am to 4.30pm, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. It employs seven members of staff, five of whom hold a relevant early years qualification at level 3 or above, including one member of staff who has a relevant early years degree.

## Information about this inspection

### Inspector

Tracey Murphy

## 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 pre-school.
- The manager and the inspector completed a learning walk of the pre-school. They conducted a joint observation of a language activity. The inspector held meetings with the manager as appropriate.
- The inspector observed activities. She spoke with staff during the inspection.
- Parents and grandparents spoke with the inspector. She took account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the pre-school.

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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