

# Inspection of St Francis Pre-School

St. Francis Church Hall, Ravenswood Avenue, WEST WICKHAM, Kent BR4 0PW

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Inspection date: 13 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have access to a wide variety of planned activities, indoors and outdoors. This keeps them motivated to play and learn. Children, including those who have recently joined this pre-school, have developed warm and trusting relationships with all the staff team. This is evident, for example, when children approach staff for spontaneous cuddles and reassurance. Staff work hard to make children feel safe and emotionally secure. During group time, children enjoy listening to stories and singing action songs. This helps to build on and extend children's vocabulary. Children count from one to 10 and beyond with increasing confidence. They gain good mathematical skills.

Children play happily and are learning to share. For example, during a planned activity, they wait patiently for their turn to mix flour and water together. Staff communicate their high expectations and challenge children's thinking by asking them thought-provoking questions such as, 'If the dough is too sticky, what do you think we need to do?' Children respond enthusiastically and share their interesting ideas with staff. These learning experiences enable children to clarify or extend their thinking.

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

- The provider plans an ambitious, broad and rich curriculum which is well understood by the staff. For example, they work together to implement a play-based approach to develop children's literacy skills. This includes encouraging children to make sense of visual and verbal signs to develop their early awareness of phonics.
- The provider has recently reviewed the systems for assessing children's learning to ensure that this is even more rigorous. As a result, children, including those who are disadvantaged, make rapid progress from their starting points. This also applies to children for whom the provider has concerns about their development. For example, children who had limited vocabulary are now able to express themselves using words.
- Staff play with children and engage them in meaningful conversations. However, they have not fully considered how to support all children, specifically those who are reluctant to join in or are very able. This means some children do not gain as much as others from all the learning experiences.
- Staff promote children's interest in outdoor play. They plan activities that help to encourage children's creativity and imagination. Children show good levels of curiosity as they play, for example, with sand or in the role-play area.
- Staff are clear and consistent about how they expect children to behave. This is particularly evident when they remind children to use the ride-on toys safely. Children respond positively and navigate their way around the outdoor

environment with great success.

- Staff are good at sharing information with parents about their children's learning and achievements. Parents agree that communication is good and speak highly of staff, who they find welcoming and approachable. They particularly praise how staff nurture new children and those who need additional support. However, staff do not yet provide parents with ideas about how they can support children's learning at home. The provider agrees that this is an area for further development and has started to take action. However, this is still in its infancy.
- Staff feel supported in their roles and responsibilities. They have opportunities to develop their knowledge and skills. For example, recent training has enhanced staff's attachments with the children, which has a positive impact on the children's emotional well-being.
- Children are independent learners. They choose from a variety of fruit at snack time and keep themselves hydrated throughout the day. Children also wash their hands regularly to prevent the spread of infectious illnesses and germs. This helps to promote their good health.
- The provider makes the most of the information gained from self-evaluation to raise the quality of the provision. For example, she has improved how they support children who speak English as an additional language. They use words in children's home languages to help them feel welcomed and valued.

## Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children well to help keep them safe. They conduct daily checks of the indoor and outdoor areas to identify possible hazards to children. Staff have a good understanding of the risk of abuse and radicalisation. They know the correct procedures for reporting any concerns about a child's welfare. This includes what to do if somebody makes an allegation against a member of staff. The robust recruitment procedures help to check staff are vetted and 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:**

- further strengthen staff's engagement with children, particularly those who are reluctant to join in and very able children
- continue to work with parents to further support their children's learning at home.

## Setting details

<b>Unique reference number</b>	2646423
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10305087
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Fiander, Kelly Jane
<b>Registered person unique reference number</b>	RP539111
<b>Telephone number</b>	07910735603
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St Francis Pre-School registered in 2021 and is located in the London Borough of Bromley. The pre-school is open term time only, from 8am to 3pm Monday to Thursday and 8am to midday Friday. There are four staff members, two of whom hold an early years qualification at level 3.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## 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 toured the pre-school with the provider and discussed how they deliver the educational programmes.
- Parents spoke with the inspector and shared their views on the quality of the provision, which were taken into account.
- The inspector carried out a joint observation with the provider. Together, they evaluated the impact of the activity on children's learning.
- Staff and children talked to the inspector at appropriate times during the inspection.
- The inspector looked at samples of staff training and suitability checks. She held a leadership discussion with the provider.

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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