

# Inspection of Portland Bill Pre-School Regina Road Community Centre

110 Regina Road, South Norwood, London SE25 4TW

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Inspection date: 31 October 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**

This setting makes a difference to children. It is extremely warm, welcoming, and inclusive. All children are happy and feel secure. Children are confident to explore the activities that have been set out with care by attentive staff. Children benefit from a calm and nurturing environment, and all children are valued and loved by the devoted team. Parents feel supported and have good relationships with the staff and manager.

Staff create activities to reflect the needs and interests of the children. Children enjoy accessing attractive and enticing activities designed for all abilities, including those with special educational needs and/or disabilities. Children are given autonomy and choice. For example, children can access a snack at any point. They know to wash their hands and help themselves.

Children carefully select magnetic shapes to make a tower. Staff support them by using language for thinking, encouraging the children to consider where to put the shapes. Children work through the problem collaboratively to achieve their goal. The children are not disheartened when the structure falls; they try again, and staff praise their efforts.

Children enjoy selecting books and being read to by enthusiastic staff. Staff involve children by highlighting new words, asking questions, and encouraging the children to think about what is happening in the story. Children consider their answers and respond playfully. Children benefit from borrowing books, and parents are encouraged to read with their children. Staff share tips about communication and language development. Most interactions with staff and children are meaningful. As a result, speech and language development has improved.

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

- Children respond well to a calm and well-ordered environment. Routines are embedded, and the day flows seamlessly. Staff are deployed effectively, and clear designated roles ensure that children are supervised well and are given attention. Children regularly check in with staff for reassurance, and staff are responsive and affectionate. Children gain in confidence and are motivated to try.
- Well-crafted activities encourage children to stay focused. Children concentrate and remain engaged. Often, questions posed to children are open ended, but this is not consistent throughout staff's practice. Staff allow children to explore and follow their interests. They offer support when and if needed. Staff value each child as unique and understand that they all develop at different rates. Staff are respectful of the children and make them feel important. They know

the children very well, and bonds between staff and children are strong.

- The pre-school includes all children and families. This message is consistently delivered through attitude, practice, and resources. Children have a sense of belonging, and photographs of them and their friends are seen frequently in the environment. For example, children delight in showing the inspector laminated placemats with photos of them and the people around them. Children feel exceptionally comfortable in their environment and are settled.
- Parents report a sense of community. All families are welcomed and greeted with warmth and with consideration. They feel very supported and know their children are safe and content. Parents are kept well informed and enjoy positive relationships with staff. Families are invited to celebrate and share their cultures and interests with the children at pre-school. Opportunities for parents to share their skills, such as running yoga sessions, enrich the curriculum. Children and families enjoy pre-school events and resources, such as the petting zoo.
- The manager is extremely passionate about early years, and this feeling is shared with her dedicated staff. The pre-school has a clear ethos of giving each child the best start in life and working with parents as partners to achieve positive outcomes for children. The manager shows clear leadership and treats all with honesty and openness, as well as love and respect. This is felt in the environment and makes the pre-school feel safe. Staff enjoy opportunities for training and feel supported. Staff communicate well and work together as a team.
- Children benefit greatly from attending this pre-school. The manager and her team work hard to give all children equality of opportunity. Each child is considered, and practice is adapted for every individual. Staff tune into children and make every effort to understand their specific needs. Progress is tracked, and staff work hard to close gaps to ensure that no child gets left behind. Staff show care and empathy and, because of this, behaviour is good and children learn to be aware of each other.

## Safeguarding

The arrangements for safeguarding are effective.

Staff show a clear understanding of child protection and show professional curiosity to keep children safe from harm. Staff can describe the signs and symptoms of abuse and deeply understand the importance of being a person of trust. The pre-school shares training and information with parents to keep children safe online. Risk assessments and visual checks ensure that the environment is safe for children. Staff maintain good levels of cleanliness. The manager employs a robust safer recruitment programme and checks on the continued suitability of staff. Procedures are in place for the management of accidents, incidents, and medication.

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

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

- support staff to consistently use high quality, open-ended questioning to maximise learning opportunities.

## Setting details

<b>Unique reference number</b>	EY380098
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10301171
<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>	45
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Lukeman, Roseanna Margaret
<b>Registered person unique reference number</b>	RP909940
<b>Telephone number</b>	07908769357
<b>Date of previous inspection</b>	18 January 2018

## Information about this early years setting

Portland Bill Pre-School Regina Road Community Centre registered in 2008. It operates from a community building on a large estate in South Norwood, in the London Borough of Croydon. The pre-school opens Monday to Friday, during term time only. Various sessions are available between 8.45am and 4.30pm. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school employs nine staff, five of whom hold National Vocational Qualifications at level 3, and three at level 2.

## Information about this inspection

**Inspector**  
Zoe Duggan

## 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 inspector observed the quality of the education being provided across the pre-school, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector and manager carried out a joint observation in the pre-school.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector some nursery documents regarding 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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