

Inspection of Lakeswood Pre-School

Lakeswood Road, Petts Wood, ORPINGTON, Kent BR5 1BJ

Inspection date: 25 January 2024

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

Lakeswood Pre-School has a highly committed provider and staff team. They share the determination to ensure that all children, including those from disadvantaged backgrounds, are happy and successful learners. Staff provide children with a safe and child-friendly environment. They are vigilant in their supervision of children. This gives children the confidence to explore the learning environments freely. For instance, children delight in playing with 'snow', water and play dough. Staff create an inviting role-play area to promote children's creativity and imagination well. Children have lots of fun as they dress up as pirates and princesses. They are motivated to play.

Staff build strong relationships with the children, which supports children's emotional well-being effectively. Staff greet children and their parents with genuine warmth and affection. This helps children to settle quickly. Staff give children enough notice, so they know when there is going to be a change in the routine. Children listen and follow staff's instructions well. This shows children's good behaviour. Staff have high expectations for children's learning. They expect children to take responsibility for their personal needs. This teaches children to become independent learners, which puts them in very good stead for moving on to school.

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

- The provider is an experienced practitioner and her passion for working with children shines through in all she does. She evaluates her own and her staff's practice rigorously to maintain their high-quality provision. Recent developments include additional opportunities for children to explore books and toys to teach them about the safe use of technology. The provider recognises that staff need to make more use of the observations and assessments so children benefit fully during outdoor play.
- Staff report that they receive regular coaching to keep their knowledge of child development strong. Following training, they have become even more aware of how to better support children's communication skills. This has had a positive impact, particularly on children with speech delay.
- The provider has put in place safeguarding procedures to help keep children safe. For instance, she carries out regular checks on staff to ensure their suitability. The provider also ensures that staff are alert to signs that might indicate a child is at risk of harm. There are clear procedures for escalating concerns, including in the event of an allegation.
- Staff follow good routines for changing nappies to support children's care and health needs. In addition, staff implement effective hygiene practices, such as regular handwashing, to minimise the spread of germs and infectious illnesses.
- Staff plan a curriculum that is purposeful and inclusive. The curriculum for

literacy is particularly well developed. Staff enable children to show what they have learned in relation to phonics. For example, during an activity, they ask children to link letter sounds with familiar objects. Children respond positively to this and show high levels of curiosity. They receive lots of praise from staff for their great efforts, which helps to boost their self-esteem.

- Staff are very good at teaching children about the effects of foods and how these help their bodies to grow. For example, at snack time they talk to children about a range of healthy foods and where they come from. Children gain a strong understanding of healthy lifestyles.
- Staff work tirelessly with parents to ensure that children make rapid progress from their starting points. Following the COVID-19 pandemic, they note that some children need extra support with their communication skills. Staff make timely referrals and offer parents guidance to promote a consistent approach for the children. Parents report that they are extremely happy with the care and education that their children receive. They are highly complimentary about the progress their children make, especially in relation to their behaviour and language development. Parents describe staff how staff are 'welcoming' and 'nurturing', which has a positive impact on their children's well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to gain knowledge of how staff can make more use of the observations and assessments to inform the outdoor curriculum.

Setting details

Unique reference number	EY381777
Local authority	Bromley
Inspection number	10316927
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	20
Name of registered person	Sheeran, Karen Ann
Registered person unique reference number	RP906748
Telephone number	07772026064
Date of previous inspection	14 May 2018

Information about this early years setting

Lakeswood Pre-School registered in 2008 and is located in the London Borough of Bromley. It is open each weekday, from 8.45am to 2.45pm, during term time only. There are three staff members. The provider holds a childcare qualification at level 4, and the other two staff members have completed early years qualifications at level 3. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 pre-school.
- Parents spoke with the inspector to share their views on the quality of the provision, which was taken into account.
- The provider showed the inspector around the pre-school and explained how they implement their early years curriculum. She also talked to the inspector about different aspects of leadership and management matters.
- The inspector carried out a joint observation with the provider and observed interactions between staff and children. They evaluated the impact of the activity on children's education and well-being.
- The inspector talked with staff about the progress of their key children and their understanding of safeguarding matters. She checked the relevant documentation, such as evidence of staff's suitability and training records.
- The inspector observed children's play, inside and outside. She interacted with the children at appropriate times during the inspection.

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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