

Inspection of Danson Aunties Pre-School

Danson Youth Centre, Brampton Road, Bexleyheath, Kent DA7 4EZ

Inspection date: 6 February 2024

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| 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 thrive at this welcoming and nurturing pre-school. Staff plan an interesting and varied curriculum that enables children to make good progress in their learning. Staff build strong bonds with children through positive interactions. Children are supported to express themselves and manage their feelings, as staff place a good focus on their well-being. Children show pride when they are chosen to take home 'Ronnie Bear' and excitedly recall what adventures they have had with the bear at home.

Children learn about a range of interesting topics, such as 'people who help us'. They show imagination in the role-play vet area, where they engage with their peers in pretending to make the animals better. Staff support children to develop early writing skills as they record appointments and begin to write names. Children benefit from regular outdoor play and visits to the soft-play unit. They develop coordination and balance as they navigate equipment. In the mud kitchen, children read recipes to make mud cakes. They learn early mathematical skills as they talk about weights and measure. Staff are skilled at developing children's language, such as introducing the word 'gigantic' as an alternative to 'big'.

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

- The manager is committed and leads the team well. She has a clear intent for children's learning and ensures the curriculum provides children with many opportunities to learn new skills. Observations gathered by staff help to identify children's starting points and next steps. This helps children to make good progress in all areas of learning.
- Staff enjoy their work and enjoy being part of a supportive team. They have regular opportunities to attend training, and knowledge gained is shared. Staff benefit from regular supervision, enabling them to identify areas for improvement of their own practice. The manager supports staff to develop their qualifications in order to support good outcomes for children.
- Children tell the inspector that they like coming to the pre-school and enjoy being with their friends. They work cooperatively together in small groups as they build complex models out of construction materials. However, at times, the organisation of larger group activities does not support all children to be fully engaged in their learning.
- Staff are committed to supporting children with special educational needs and/or disabilities. They swiftly identify where children may need extra support. They engage promptly with parents to ensure that children are referred to appropriate agencies when required. Staff work with parents to provide targeted support to ensure children receive consistently good levels of care.
- Children develop a love for books and stories. Staff make stories fun by using

animated voices, and they encourage children to anticipate what is going to happen next. Outdoors, children independently use the reading den and are keen to share their ideas with their friends. Staff have recently introduced a book lending library, where children can choose a book to share at home. This supports parents to develop children's love for stories, and it maintains good connections between home and the setting.

- Children behave well, as staff support them to develop positive attitudes. Children learn to share and to consider the impact of their behaviour on others. Children understand the routines and expectations. For example, when a member of staff rings the chimes, children know to stop what they are doing and listen. Children learn to manage their own safety, such as using 'walking feet' indoors so that they do not hurt themselves or others.
- Systems to support children who are learning to speak English as an additional language have been developed. Staff gain key words in children's home languages and use these alongside children's play. All children are valued and respected and are developing good levels of self-esteem.
- Partnerships with parents are strong. Parents are exceptionally happy with the care their children receive and find the staff warm and caring. They have seen their children make good progress in their learning, particularly with their speech and language. Parents value the support they receive from staff, such as for toilet training. They enjoy hearing about themes and topics and feel that their children are well prepared for school.

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:

- develop the planning of focused activities further to support all children to be fully engaged in order to maximise their learning.

Setting details

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| Unique reference number | EY434888 |
| Local authority | Bexley |
| Inspection number | 10304959 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 27 |
| Name of registered person | Creech, Debbie Elaine |
| Registered person unique reference number | RP904426 |
| Telephone number | 07906567148 |
| Date of previous inspection | 7 February 2018 |

Information about this early years setting

Danson Aunties Pre-School registered in 2011. It operates from Danson Youth Centre, in Bexleyheath, in the London Borough of Bexley. The setting opens from 9am to midday, on weekdays, term time only. It is in receipt of funding for two-, three- and four-year-olds. The pre-school employs six members of staff, all of whom hold appropriate early years qualifications from level 3 to level 6.

Information about this inspection

Inspector

Laura Brewer

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 manager and the inspector completed a learning walk together. The manager explained how the curriculum is organised and discussed the intentions for children's learning.
- The inspector observed teaching practices, indoors and outdoors, and considered the impact these have on children's learning.
- Children spoke to the inspector about what they enjoy doing while they are at the setting.
- The inspector held discussions with the management team and staff and gained feedback from parents.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector sampled some of the setting's documentation, including staff records and the progress check for two-year-old children.

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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