

# Inspection of Young Foundations Pre-School

Yarnton Way, Erith, Kent DA18 4DR

---

Inspection date: 21 February 2024

<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	Good
--	------

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

### The provision is good

Staff greet children warmly as they enter, they are happy and eager for the start of the day. Children, even those that have recently started, settle quickly, finding comfort in the secure relationships they build with staff.

The environment is creatively set up by staff to invite children to take part in a range of opportunities covering all areas of the early years foundation stage. The curriculum is well designed to consider children's current interests as well as their individual stages of development. Children show high levels of engagement at their chosen tasks, they are curious and keen to try new experiences.

Staff have high expectations of children. They encourage them to be independent with self-care tasks, such as handwashing and wiping their own noses. Children form friendships with their peers. They play cooperatively together developing a shared narrative to their play. Children are beginning to understand the rules of sharing and turn taking. Timers are successfully used to help children understand when their turn will be.

Children who speak English as an additional language are well supported within the pre-school. Staff recognise the importance of nurturing and embracing children's home languages while introducing English.

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

- Staff at the pre-school know the children well. They confidently talk about the progress children make. Challenging next steps are in place to help children reach their current goals. Children are well prepared for the next stage of their learning.
- The curriculum for communication and language development is a strength of the pre-school. The environment is language rich, and staff are skilled at introducing new vocabulary to children during activities. For example, while painting pictures of a vase of flowers, children learn the words 'bud' and 'bloom'.
- Staff do not always allow children time to problem solve independently before stepping in to provide answers. For example, as children work together on an inset puzzle staff intervene and point to where each piece goes. This does not help children to develop resilience for when they may encounter difficulty in their later learning.
- Children enjoy using natural materials and their imaginations to role play. Large cardboard boxes are used to make a large television where children take turns being on screen singing healthy eating songs. The same cardboard is later used as a 'hose' to put out a lava spill.
- Children learn about the world around them. They go for regular walks within

the local community, visiting the local library, parks and green spaces. Children learn about what makes them unique. Parents are invited into the pre-school to share stories with children in their home language.

- Overall, the behaviour of children is good. Staff are positive role models and when children struggle to regulate their behaviour, staff are quick to intervene and support them. Children promptly apologise to their peers, however staff do not always support children to understand why their actions are unwanted, so they are able to make more positive choices moving forward.
- Staff are enthusiastic and really come down to engage at children's level and share in experiences. During an obstacle course, children giggle with delight as they follow a staff member under a box platform, walk sideways like crabs, hop like bunnies before climbing and coming down the slide. Children celebrate their own and others' successes and are eager to repeat the challenge over and over.
- Partnership with parents is strong. Parents speak highly of the care their children receive. Parents describe how their children are thriving due to the knowledge and expertise staff provide. Parents are invited in for six weekly meetings to discuss their children's learning and as such feel well informed of their children's progress.
- Staff within the pre-school feel well supported. Being a small team they have opportunities to meet daily to evaluate and discuss any concerns. All staff are highly motivated to continue their own professional development and are studying for further qualifications.

## 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:**

- allow children opportunities to problem solve independently before stepping in to provide support
- consider how to support children to understand the impact their actions and behaviours have on others around them.

## Setting details

<b>Unique reference number</b>	115384
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10307956
<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>	3 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Emmanuel Baptist Church Committee
<b>Registered person unique reference number</b>	RP523960
<b>Telephone number</b>	020 8312 4700
<b>Date of previous inspection</b>	8 March 2018

## Information about this early years setting

Young Foundations Pre-School registered in 1998 and is run by a committee. The pre-school operates in Belvedere in the London borough of Bexley. The pre-school employs three members of childcare staff. All staff hold recognised qualifications from level 3 to level 4. The pre-school is open Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie OLeary

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024