

Inspection of Lavender Pre-School - Beddington

Beddington Village Hall, 1-5 Beddington Lane, Croydon CR0 4TG

Inspection date: 6 March 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

Staff at this pre-school are very good at gathering and sharing information with parents. This helps them to understand children's unique personalities and their families. Staff are kind and caring towards the children, which creates a safe and happy environment for them. They build strong relationships with the children that support their emotional well-being effectively. Staff plan the curriculum by keeping in mind children's interests. They know that children love playing with small-world toys and exploring sensory activities, such as play dough.

Staff have high expectations for children's learning and encourage them to test their skills. For instance, they provide them with ride-on toys and balancing equipment during outdoor play to improve their gross motor skills. Staff also focus on developing children's independence skills, such as putting on their coats and attending to their personal needs. They promote healthy eating habits by modelling good table manners and eating with the children. Staff supervise children's play and encourage them to play collaboratively. They offer plenty of praise and reassurance to the children, which helps them to gain strong levels of self-esteem and confidence.

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

- Leaders seek and act on the views of parents and other professionals to evaluate the provision effectively. For instance, based on feedback received, they have made changes to the pre-school's opening hours to better suit the needs of the children and their families. Additionally, leaders are currently exploring ways to improve and expand the opportunities for children to engage in outdoor play experiences.
- Parents speak highly of staff. They are particularly pleased with the 'homely' and 'welcoming' environment that staff have created, which has a positive impact on their children's emotional well-being. Parents state that they are always fully informed about their children's learning. This strong relationship provides children with good continuity in their care and education.
- Staff remind children of their rules and boundaries. For example, they ask children to 'walk inside' or 'use gentle hands'. On a few occasions, staff do not prompt some children to consider their actions and the effect they have on others.
- Staff engage with the children, which encourages them to be curious and explore. However, they often overlook reminding the children to tidy up their toys before transitioning to the next activity. This does not instil in children the importance of maintaining a consistent and tidy play environment.
- Leaders carefully evaluate staff's suitability to work with children. They conduct regular checks to ensure that staff reflect the pre-school, both inside and outside

of work.

- Leaders offer staff continuous support and guidance. Staff appreciate the various opportunities that are provided to them, as it helps them to maintain high-quality standards in their work. They have completed training with positive effects on children with additional learning needs.
- Staff are highly dedicated to ensuring that children's learning is monitored and assessed well. They use this information to identify any gaps in children's learning and take swift action to help them to make notable progress from their starting points. This is particularly evident in disadvantaged children and those for whom staff have concerns.
- Staff have embedded good hygiene practices into their daily routines. They ensure that children wash their hands before touching food, which helps to reduce the spread of germs and infectious illnesses.
- Staff complete relevant training to keep their knowledge of safeguarding up to date. They are familiar with indicators of different types of abuse, including if a child is at risk of extremist behaviours. There are clear procedures for escalating staff's concerns to relevant agencies.
- Staff are also committed to promoting children's communication and language skills. They talk to children as they play, read stories and sing songs, which builds on and extends their vocabulary. As a result, children who struggled to talk are now motivated to express themselves clearly.

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:

- explain to children the consequences of their actions and how this can affect others
- make more effective use of opportunities to help children understand how to take responsibility for their environment.

Setting details

Unique reference number	EY347975
Local authority	Sutton
Inspection number	10316945
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	31
Name of registered person	Elliott, Helen
Registered person unique reference number	RP513759
Telephone number	07982 253004
Date of previous inspection	17 May 2018

Information about this early years setting

Lavender Pre-School - Beddington was registered in 2007 and is located in the London Borough of Sutton. The pre-school is open from 8.30 am to 2.30 pm on Monday, Tuesday, Wednesday and Friday, and from 8.30 am to 12 midday on Thursday, during school term time. The pre-school employs seven staff members. Of these, all seven hold early years qualifications at level 3. The pre-school receives funding for 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 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 manager and the inspector completed a learning walk together, discussed the curriculum, and observed an indoor activity together.
- The inspector spoke with parents and engaged appropriately with children. She also spoke with staff to discuss their roles and responsibilities.
- The inspector observed the interactions between staff and children, inside and outside. She checked the required documentation, such as staff's suitability and training records.
- The inspector discussed pre-school practices and procedures with leaders.

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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