

Inspection of Totstars Preschool

Selsdon Recreation Ground, Woodland Gardens, South Croydon CR2 8AU

Inspection date: 12 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff know children well and they have close relationships with them. They help children to settle and reassure them as necessary with cuddles and soothing words. This helps to support children's emotional well-being effectively. Children explore the attractive and welcoming learning environment freely. They particularly enjoy playing in the indoor sand pit, where they learn to share and take turns. Children's behaviour is good. Staff spend their time playing with children, for example, by building towers with toy bricks. This brings happiness and a sense of security to children.

Staff's curriculum supports children's natural curiosity and imagination effectively. They provide children with authentic resources to explore, such as multicultural clothes and musical instruments. Staff also promote outdoor play very well and set high expectations for children. This gives children the confidence to test and practise their physical skills. For instance, when visiting the forest, children demonstrate their ability to safely climb and jump from low-level trees. Children have plenty of opportunities to explore, investigate and learn about the natural world. Staff motivate children to learn and help them develop positive attitudes towards learning.

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

- The manager is highly knowledgeable and passionate about her work with children. She promptly refers children to other professionals if she has any concerns about them. Consequently, children, especially those who are disadvantaged and have special educational needs and/or disabilities, receive the support they need. This proactive approach helps bridge the gaps in children's learning, preparing them for the next stage of their education.
- Parents are highly satisfied with the service they receive and praise staff for their accurate observations and assessments of their children's development. They note significant progress in what their children know and can do, especially in their physical skills and understanding of the world. Parents understand what their children need to learn next due to regular communication via an online journal and verbally. These strong parent partnerships help children to transition well between home and pre-school.
- Staff's curriculum intent is clear. They focus on teaching children how to keep themselves safe during activities. Additionally, staff support children's communication and language skills effectively. They talk to children, sing songs, and retell stories with a positive effect. For instance, during group time, children listen intently to the story about a butterfly.
- Staff's relationships with children are sensitive, stimulating and responsive. They teach children how to play collaboratively with each other. This helps children to

behave well.

- The manager has clear arrangements in place for staff supervision, which help to promote positive outcomes for children. Staff agree that they are well supported in their work, including those who are pursuing higher qualifications. However, the manager recognises that some staff need further training to enhance their professional effectiveness, but this issue has not yet been fully addressed.
- Staff teach children to wash their hands to reduce the spread of germs and infectious illnesses. They also encourage children to eat, drink and exercise. However, staff do not always explain to children how good nutrition and physical activity support their healthy development.
- Children learn how to greet people in different languages, such as French, German and Japanese. This helps to spark children's curiosity about other languages and cultures, deepening their understanding of the world.
- Staff are effective in fostering children's independence. For instance, they encourage children to put on their coats and shoes before heading out for outdoor play. This positive approach helps children to develop valuable life skills and confidence.
- The manager ensures that specific funding is used effectively to help children catch up in their learning. This includes providing resources for children especially to strengthen their physical skills.
- The manager is dedicated to evaluating their practice and making positive changes to improve children's experiences. For instance, she has encouraged staff to reflect on transitions between activities and routines in order to minimise children's waiting times.

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:

- build on the existing supervision and support systems to further boost staff confidence, knowledge and skills
- make better use of opportunities to discuss the impact of food, rest and exercise on children's bodies to increase their awareness of healthy lifestyles.

Setting details

Unique reference number	2677112
Local authority	Croydon
Inspection number	10350617
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	1 to 4
Total number of places	50
Number of children on roll	50
Name of registered person	Totstars Ltd
Registered person unique reference number	RP534349
Telephone number	02086846682
Date of previous inspection	Not applicable

Information about this early years setting

Totstars Preschool registered in 2022 and it is located in the London Borough of Croydon. The pre-school is open Monday to Friday, 8.30am to 4.30pm, during term time only. There are six staff members, one of whom holds an early years degree at level 6. Three staff members have completed relevant qualifications at level 3. The pre-school accepts funding for two-, three-, and four-year-old children.

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 manager and has taken that into account in their evaluation of the pre-school.
- Parents spoke with the inspector to share their views on the service provided. Some left written feedback, which was also taken into account.
- The manager and inspector completed a learning walk together. They discussed what children are currently learning and how staff support this.
- The inspector observed the quality of education during indoor activities. She accompanied staff and children on their forest school activities.
- The inspector spoke with staff and children at appropriate times throughout the inspection. She checked relevant documents, such as staff's suitability and training records.

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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