

Inspection of Selsdon Baptist Church Pre School

Addington Road, South Croydon, Surrey CR2 8LL

Inspection date: 2 July 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 build positive relationships with both children and their families. They meet and greet children and help them to settle quickly to activities. The environment is both friendly and welcoming. Children therefore arrive happily at the setting. One parent commented that the setting feels like an extension of their family. Children behave well. They build good relationships with each other. Older children are encouraged to support younger children. They are good role models to their younger peers.

Children make good progress in their learning. Mathematics, early reading and writing are all strengths of the setting. Children develop their writing skills in all areas of the provision. For example, during role play, children write menus and messages for each other and for staff. Children enjoy listening to stories. Throughout the session, children are observed sharing stories with each other or with staff. Children confidently move from one activity to the next. Adults support by talking to the children about their learning. They ask questions and provide information which helps the children to understand the world around them.

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

- Leaders and managers have a good oversight of the quality of the provision. They evaluate the setting well and identify targeted areas for improvement. Managers have adopted an approach to the curriculum which allows staff to spend less time on paperwork and more time on quality interactions with the children. Staff subsequently know children well. They observe children's development and respond to their needs and interests. This means children benefit from a well-thought-out curriculum which supports their developmental progress.
- Healthy lifestyles are promoted well. Children are taught the importance of brushing their teeth during fun, practical activities. They are given good opportunities to eat and explore fruit. Children excitedly name a range of unusual fruits as they listen to the story 'Handa's Surprise'. Staff encourage movement and low-level risk-taking through physical activities such as bike riding and dancing. This supports children to develop their balance and coordination.
- Children with special educational needs and/or disabilities (SEND) are well cared for and make secure progress in their learning. However, staff do not always give sufficient focus to supporting the language skills of children with SEND to help them to make even better progress.
- Staff promote positive relationships with parents. One parent described the 'family' approach the setting has. Another parent described how well the staff supported their child. Parents are happy with the progress their children have

made. They appreciate the regular communication the setting provides on their child's progress.

- Staff say that they enjoy working at the setting and that they feel well supported. Managers place good focus on staff training and professional development to ensure staff continually develop their skills and knowledge. Staff share what they learn with the rest of the team so that there is a consistent approach to supporting children's learning.
- The curriculum is ambitious for all children. Older children are prepared well for their next stage in education. This is due to the strong, established connections they build with local primary schools. All children have opportunities to develop early mathematical concepts. Children can count and weigh objects freely across all areas of the provision. Staff skilfully weave additional learning around counting and weighing into children's play and conversation.
- The caring and supportive atmosphere of the setting allows children to feel safe, secure and to build healthy relationships with each other.

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:

- strengthen the arrangements to support and develop the language skills of children with SEND so that they make even better progress.

Setting details

Unique reference number	125031
Local authority	Croydon
Inspection number	10351671
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	53
Number of children on roll	40
Name of registered person	Selsdon Baptist Church Pre-School Committee
Registered person unique reference number	RP907280
Telephone number	0203 617 6781
Date of previous inspection	4 October 2018

Information about this early years setting

Selsdon Baptist Church Pre School registered in 1999. It is located in Selsdon, South Croydon. The setting is open from 9.30am to 3.30pm from Monday to Friday, during school term time only. The pre-school employs eight members of staff, all of whom hold appropriate early years qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years, and is in receipt of early years pupil premium.

Information about this inspection

Inspector

Wayne Cooper

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 inspector carried out a learning walk and joint observation with the manager.
- The inspector looked through relevant documentation, including first-aid certificates and evidence of staff suitability.
- The inspector met with, and listened to, the views of staff and parents.
- The inspector spoke with children to find out what it was like for them at the setting.

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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