

# CSAT Greenwood Pre School

4 High Street, Orpington, Kent BR6 6BQ



<b>Inspection date</b>	6 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	<b>Previous inspection:</b> Not applicable	

Effectiveness of leadership and management	Good	2
Quality of teaching, learning and assessment	Good	2
Personal development, behaviour and welfare	Good	2
Outcomes for children	Good	2

## Summary of key findings for parents

### The provision is good

- The nominated individual, managers and staff have all worked hard since the academy trust re-registered the pre-school in 2016, to maintain the quality of the pre-school. Leaders have an accurate view of the quality of the pre-school and they have high ambitions to develop it even further.
- Leaders regularly seek and act upon the views of parents. For example, following recent questionnaires, leaders now offer parents workshops and ideas to help them guide their children's learning at home. Engaging with parents helps to support children's learning to an even higher level.
- Leaders and staff make regular and precise assessments of children's learning. They quickly identify those children who need additional support, enabling all children to make good progress and achieve well.
- Leaders and staff provide children with a range of exciting activities both indoors and outdoors. Children are motivated and keen to join in. For example, children concentrate and listen carefully to staff and each other. They skilfully pour water through pipes and guttering and work out which direction the water will run, to fill up a container.

### It is not yet outstanding because:

- Some staff do not provide highly effective settling-in arrangements for new children to help them quickly develop strong bonds with their key person and feel fully secure in the pre-school.
- On occasions, staff do not always provide challenging activities to extend children's learning to an even higher level.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen the arrangements for when children start attending to support them to settle in quickly and build more secure relationships with their key person from the outset
- make the most of planned activities, particularly with older children, to challenge and extend their learning to the highest level.

### Inspection activities

- The inspector viewed documentation, including children's records, risk assessments, accident, incident and complaint records.
- The inspector checked staff qualifications, training certificates and evidence of their ongoing suitability.
- The inspector completed a joint observation with the nominated individual and the manager, and assessed the impact of the quality of teaching and learning.
- The inspector spoke to children and observed them during their play.
- The inspector spoke with parents to seek their views and comments.

### Inspectors

Jane Morgan

Scott Thomas-White

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff know what to do if they have a concern about a child's safety. They have recently accessed training to help them identify instances of extreme views and beliefs, and the local reporting procedures to follow. Leaders monitor the quality of the pre-school well. They regularly review the learning programmes to help ensure that they meet the needs and interests of all children. Leaders regularly meet with staff to discuss their performance, ongoing suitability and to identify their training needs. The well-established programme of professional development helps all staff to improve their knowledge, skills and practice to a good level.

### Quality of teaching, learning and assessment is good

Staff interact with children extremely well. This helps to support children's early communication and language skills. For example, staff skilfully use verbal and non-verbal communication, such as by signing to children and using visual labels in the environment. Staff use a variety of questioning techniques to explore ideas and provide a narrative for what children do. They develop children's early mathematical concepts and language to a good level. For example, staff use language, such as 'half full', 'heavy' and 'empty' to describe quantities when children explore the textures of wet and glittery sand.

### Personal development, behaviour and welfare are good

Staff help children to understand the importance of a healthy lifestyle. For example, they explain to children why they need to wash their hands. Staff talk to children about 'dirty hands' and 'germs' as they independently wash their hands before snack. Children are keen and enthusiastic to share a variety of pretend food with staff as they play imaginatively together in the role play house. Staff help children to recognise healthy food and what food helps them to be 'big and strong'. They have high expectations for children's behaviour. Children's behaviour is good, and they are emotionally secure. Leaders and staff monitor children's attendance to promote children's welfare and well-being very well.

### Outcomes for children are good

Children are independent and confident learners. They can recognise their name written on card when they first arrive and again before they have snack. Children's early writing skills are developing well. Younger children eagerly make good attempts to write their name and firmly hold a paint brush to make patterns with a variety of coloured paint. Older children skilfully spread butter on toast and pour a drink. All children, including those for who the pre-school receive additional funding for make at least typical progress from when they first start.

## Setting details

<b>Unique reference number</b>	EY545603
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10068230
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Connect Schools Academy Trust
<b>Registered person unique reference number</b>	RP545602
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01689 821716

CSAT Greenwood Pre School re-registered in 2016 as part of the Crofton Schools Academy Trust. The Pre-school is open from Monday to Friday, from 8.30am until 4pm, during term times only. It offers morning and afternoon sessions, and all day. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children. It employs nine members of staff, six of whom hold appropriate early years qualifications.

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