

Crofton Pre-School & Day Nursery

86 Crofton Lane, Petts Wood, Orpington, Kent, BR5 1HD



Inspection date

24 November 2016

Previous inspection date

3 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

This provision is good

- Children with special educational needs or disability are supported extremely well. Staff work closely with parents and other professionals to provide good continuity in their care and an inclusive learning environment.
- Partnerships with parents are good. Staff work hard at regularly and effectively sharing information with all parents about their children's progress. They also encourage them to share information back about their children's learning and care from home. Parents state they feel well supported by the staff and are pleased with their children's progress.
- Staff have a secure understanding of their safeguarding responsibilities and keep their knowledge up to date with current legislation such as through training. They are aware of how to identify concerns for children's welfare and where to refer these on to.
- Children form close bonds with the welcoming staff and their emotional and physical well-being is effectively met.

It is not yet outstanding because:

- Staff do not consistently make the most of their questioning to encourage children to think for themselves and form a response, to help build on the learning further.
- On occasion, staff do not successfully engage all children in activities to continually encourage their motivation and extend on their learning.

What the setting needs to do to improve further

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

- make greater use of questioning to encourage children to think about and respond to questions and extend on their learning further
- develop further ways to draw all children into the activities and experiences provided, to continually encourage their motivation and learning.

Inspection activities

- The inspector spoke to the manager, staff and children at various times throughout the inspection.
- The inspector undertook a joint observation with the manager and held discussions about children's learning and progress, and evaluated staff practice.
- The manager observed children and tracked the progress of several children to evaluate what progress they were making in their learning.
- The inspector read and referred to the nursery's self-evaluation document during the course of the inspection. She also sampled a range of documents such as the children's learning journals and progress reports.
- The inspector spoke to parents and took into account their views of the setting.

Inspector

Mary Gabriel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leadership and management are strong and the manager has an ambitious vision for the nursery's future. Staff plan a stimulating educational programme and include their knowledge of children's interests. Management and staff evaluate their practice and parents' views are taken into account. This helps to identify areas where improvements can be made to the provision, staff practice and outcomes for children. Effective recruitment procedures are followed to help ensure staff are suitable to work with children, and their continuing suitability is regularly checked to support children's safety. The manager and staff regularly assess and monitor children's progress and use this to quickly identify and close any gaps in both individual and groups of children's learning. Effective staff coaching supports the manager and staff to identify where their practice can improve and their training requirements. Any knowledge from training is used to improve the quality of the teaching and supports children's learning further.

Quality of teaching, learning and assessment is good

Overall, the enthusiastic staff guide children's learning well and provide activities that interest and excite them. Babies learn that their attempts at speech are valued and staff copy the sounds they make and respond with warm smiles, helping to reinforce their language skills further. Younger children enjoy telling stories and staff extend the fun such as by using soft-toy characters that the children can feel. Children hold these up as they are introduced in the story. Older children enjoy making meaningful marks, for example they make labels for the interest-board display on the walls. This helps give them a sense of achievement and enhances their early writing skills. Staff effectively modify activities to include all children, for example they use hand signs as well as words at story time. This helps all children make good progress in their communication skills.

Personal development, behaviour and welfare are good

There is an effective key-person system in place and staff know and understand children well and use these relationships to help effectively build on children's emotional and physical well-being. Staff are positive role models for children. They help them to develop good manners and social skills. Children behave well. Staff help children learn why a healthy diet, fresh air and regular exercise are important for a healthy lifestyle. Staff identify and reduce potential hazards in the environment to help children play in safety.

Outcomes for children are good

Children are motivated and confident learners. They learn to share, take turns and respect each other's similarities and differences. Children develop good independence skills. They are prepared well with the skills they need for their future learning such as in readiness for starting school.

Setting details

Unique reference number	EY267210
Local authority	Bromley
Inspection number	1061723
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	68
Number of children on roll	101
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	3 May 2013
Telephone number	01689 873 311

Crofton Pre-School & Day Nursery is a member of the Asquith Nurseries chain, since 2003. The nursery is located above a parade of shops situated on the Petts Wood/Orpington borders in Kent. It is open each weekday from 7.30am until 6.30pm, for 51 weeks of the year. Children attend on a full-time and part-time basis. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs or disability and those who speak English as an additional language. The nursery employs 33 staff including the cook. Of these, 20 hold relevant qualifications. One holds qualified teacher status, one holds a qualification at level 5, 13 hold qualifications at level 3 and five at level 2.

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