

# Masons Preschool

48-50 Verdayne Avenue, Croydon, CR0 8TS



<b>Inspection date</b>	9 October 2017
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>
	Previous inspection:	Not applicable	
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

- Staff are consistent in their approach to behaviour management. They teach children to use kind hands and to use words to express their feelings. Children behave well.
- Children are motivated and make good progress, given their starting points, in their learning and development. Staff provide good-quality activities to support children's learning further. For example, children thoroughly enjoy learning about dinosaurs and learning how to say the different names.
- The provider monitors staff practice well. She highlights areas for staff to improve, and they review the training they feel they would all benefit from. Staff have used recent training to strengthen children's outdoor learning opportunities.
- Staff support children's self-help skills well. They help the children as they learn how to put on their own coats and fasten their zips.
- Staff teach children how to handle knives correctly to help prepare their fruit and vegetables to eat. This kind of input helps to support children's growing independence well.

### It is not yet outstanding because:

- At times, staff do not consistently support children's understanding of healthy lifestyles.
- The tracking of groups of children's progress is in its infancy. The provider has not fully identified all areas to work on to narrow potential gaps in their learning.

## What the setting needs to do to improve further

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

- extend children's learning of healthy lifestyles and the effect food and drink has on their bodies
- strengthen the tracking systems in order to help narrow the achievement gaps between groups of children.

### Inspection activities

- The inspector observed the children in the main play area and the garden.
- The inspector spoke with the provider, staff and children at appropriate times during the inspection.
- The inspector gathered the views of parents.
- The inspector discussed with the provider how she monitors staff practice and also invited her to complete a joint observation.
- The inspector looked at a sample of documents, including safeguarding policies and procedures and staff suitability.

### Inspector

Rebecca Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a clear understanding of the procedures to follow should they have any concerns regarding children's welfare. They work closely with other professionals, attend meetings and share their information about the children to provide good continuity of care. Staff work closely with parents to gather their views on practice in the pre-school. They use the information gathered to help shape the service they provide. Recent changes include increasing the key-person information given to parents so they fully understand this role. This also helps to support good continuity of care and learning for the children. Parents share information from home, which staff use with success to inform planning and children's assessments.

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

Staff plan fun and enjoyable activities that help to progress children's learning and development. Staff effectively use their assessments of individual children to plan activities to help improve their learning and development. Children enjoy learning how to make an obstacle course using crates. They work together to move the crates into a line and then climb over them as they learn how to balance and solve problems. Staff work closely with the parents of children who are not progressing as expected. For example, they share information about other professionals and strategies staff use at the pre-school, to help parents support children's learning further. Parent's feed back how the children have been getting on at home and staff use this information to help them inform their assessments of children's development. This helps them to narrow any gaps in individual children's learning.

### Personal development, behaviour and welfare are good

Staff nurture children's personal, social and emotional development well. They find out about children's interests and use these to help them settle in. When children arrive upset, staff give cuddles to reassure them and find them the toys that they like. Children settle quickly and are soon ready to start their day of learning. This helps to support children's self-esteem and confidence very well. Staff teach the children how to use the ride-on toys. They explain to children how to use their feet to move the pedals and make the bike move, as part of developing children's physical skills.

### Outcomes for children are good

Children are ready for their next stages of learning and subsequent moves to school. They enjoy practising their early writing skills, for example, as they use chalks to draw on the floor outside and practise forming letters. Children develop good physical and mathematical skills. They problem solve and work out how to use tacks with plastic shapes to make patterns. They learn how to use the hammer safely to nail the shapes into position. Children also learn mathematics as they play, including during art activities. They learn different shapes and match these to the spaces they have on their pictures. They learn how to use scissors to cut rectangles smaller to fit into the spaces.

## Setting details

<b>Unique reference number</b>	EY492591
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1023980
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Kerry Ann Smith
<b>Registered person unique reference number</b>	RP513886
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07718067514

Masons Pre-school registered in 2015. It runs from a Scout Hut in Shirley, Croydon. The pre-school is open each weekday from 9am to midday and again from midday to 3pm, during term time only. There are six members of staff, all of whom hold appropriate early years qualifications at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

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