

# Crofton Pre-School & Day Nursery

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



## Inspection date

11 September 2017

Previous inspection date

24 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 behave very well for their age. Staff are calm and positive role models. They give clear rules and expectations for behaviour and encourage children to be kind and value one another.
- There are effective arrangements to involve parents in all aspects of their children's learning. For example, staff share information frequently about the progress children make. They provide home-learning packs for parents to support children at home.
- Children are confident learners and develop secure foundations for future learning. Staff provide relevant activities and learning experiences that meet children's learning and developmental needs.
- The management team and staff constantly evaluate their practice to ensure continual improvements in the outcomes for children. They welcome the views of other professionals and parents, and use these to further improve standards in the nursery.
- The key-person system is effective. Staff spend quality time getting to know the children well and build secure attachments. This contributes positively to children's emotional well-being.

### It is not yet outstanding because:

- Staff do not always provide a wide range of activities and resources to help challenge children who learn best outside.
- At times, the deployment of staff, particularly temporary staff, is not as well organised or effective as possible.

## What the setting needs to do to improve further

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

- extend further the learning opportunities in the outdoor play area to help stimulate and develop the curiosity of children who learn best outside
- review the deployment of staff, particularly temporary staff, to help support and extend children's learning even further.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed children at play and staff interactions with them.
- The inspector carried out joint observations with the manager and held discussions about children's learning.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector spoke to members of staff and children, and held meetings with the management team.

### Inspector

Josephine Afful

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders effectively track how different groups of children achieve and address any gaps quickly so all children make the best possible progress in their learning. For example, they have identified boys' early writing skills can be extended. They ensure that staff provide exciting opportunities to encourage boys to write, such as on floors and in tunnels. The manager monitors staff practice well and organises regular workshops and training to help develop their knowledge and skills. Staff put what they learn to effective use to improve children's outcomes. For example, recent training in behaviour management has heightened staff knowledge on how to manage children's behaviour positively. This has had significant impact on the way children behave. Safeguarding is effective. Manager and staff have a secure understanding of child protection. They are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. Staff carry out thorough risk assessment and the manager ensures that all areas of the premises are safe and fit for purpose.

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

Staff use assessment arrangements well to identify, and plan for, children's next steps in learning. They are able to identify gaps in children's learning and plan successfully to close the learning gaps. Staff plan a range of stimulating activities that captures children's interest and supports their imaginative skills. For example, babies become enthused as staff stage a puppet show and sing different rhymes. Toddlers show great enthusiasm as they make dinosaur footprints with cornflour and shaving foam. Opportunities for children to develop their early writing skills are numerous. For example, younger children experiment writing on different surfaces, such as paper and chalkboard. Older children take part in health and safety exercises to record any risks identified in the play areas. This also increases children's awareness of risks and how to stay safe.

### Personal development, behaviour and welfare are good

Children settle well and are eager to explore and learn. They enjoy eating fresh and healthy food and have daily access to outdoor play to support their physical well-being. Staff encourage children to learn about their own and other people's similarities and differences. For example, they encourage children to learn about other cultures and beliefs, and value children's home languages.

### Outcomes for children are good

Children make good progress from their starting points and are motivated to learn. For example, babies move around the play areas confidently, exploring things and finding out how they work. Toddlers display good concentration as they attempt to draw jungle animals. Older children develop a good understanding of mathematical concepts, such as weight and measures. For example, they weigh and estimate the quantity of butter they need to make a cake. Children are well prepared for their future learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY267210
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1112695
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Asquith Nurseries Limited
<b>Registered person unique reference number</b>	RP900811
<b>Date of previous inspection</b>	24 November 2016
<b>Telephone number</b>	01689 873 311

Crofton Pre-School & Day Nursery registered in 2003. The nursery is located in Petts Wood, Kent. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 27 staff who work directly with the children. Of these, 20 hold relevant childcare qualifications. This includes three members of staff who hold qualifications at level 6.

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