

Inspection of Sherwood Pre-School

7 Nottingham Road, SOUTH CROYDON, Surrey CR2 6LN

Inspection date: 7 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are secure and settle well. They happily separate from their parents on arrival and quickly settle into the familiar routines. Children confidently find their picture and name to add to the self-registration board. Through a well-planned curriculum, children display high levels of concentration. For instance, they listen, take turns and are eager to discuss the rules and plans for the day. Children show good levels of respect for their friends. Their behaviour is good. Young children have a keen interest in books and reading. They identify and count 1,2,3 and talk about the different images in the pictures. Children develop their early communication and language skills. Staff work closely with parents and know children well. They provide one-to-one support for children with special educational needs and/or disabilities (SEND). For example, staff develop cosy and well-being areas and organise individual activities in the smaller room.

Children benefit from daily opportunities to play and exercise in the fresh air. They practise their physical skills in the well-resourced outdoor areas. For instance, older children work together finding ways to make water travel through tubes. Young children manoeuvre around the garden using bikes and trikes. Children develop a good understanding of cause and effect. In addition, they develop their physical skills well.

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

- The new managers and senior leadership team have made changes to the pre-school to help support staff. However, this is not yet fully embedded in practice. Senior leaders do not ensure that the staff induction process is robust. The managers have attended training to develop their knowledge and skills. Staff comment that they appreciate the new systems and structures in place. They feel supported well. For instance, they receive regular supervisions. This helps build on their good practice.
- The new managers have high expectations of what individual children can achieve and are committed to raising standards. For instance, they evaluate the setting with the staff and develop a plan to help drive improvements forward. Staff follow children's interests and monitor their progress to ensure that any emerging gaps in children's learning are quickly identified. The special educational needs coordinator works closely with parents and professionals. All children, including those who receive additional funding and those with SEND, make good progress from their starting points.
- Staff plan interesting practical learning experiences to support children's mathematical awareness. For instance, during transitions, children put their hands in the air and count up to 10. However, at times, during adult-led group times, staff do not consider the aim of the activity. This means children do not

always learn what the staff intend.

- Staff support children to become school ready. Children's independence skills are promoted well in some areas. For example, they collect their coats from the reception area and wash their hands when they arrive at the setting and before snack time. Children confidently use the toilet independently. However, at other times, staff do things for them, like wiping their nose, when they can do this for themselves. Children are served their breakfast and snack. They do not pour their own milk. This would help develop their small-motor and independence skills even further.
- Staff provide a broad range of activities to develop children's confidence and large-motor skills. Young children demonstrate their balance and coordination as they explore the soft-play climbing equipment and manage the slide. Older children confidently balance on wooden beams.
- Staff teach children about what makes them healthy. For instance, children follow instructions and show good manners when they take turns to find their lunch box and sit at the table. They announce to their friends, 'Sandwiches first.' Children demonstrate a good awareness of healthy eating. They behave well.
- Children learn about the natural world. They plant and harvest their own fruit and vegetables. Children explore the changes in seasons during their regular trips to their forest school. Young children talk to adults as they play with real peppers. They smell and explore the textures and different colours.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They know who to contact if they have any concerns about the welfare of a child. Staff have a clear understanding of the setting's whistle-blowing policy. They are aware of safeguarding issues, such as the 'Prevent' duty. Staff are deployed well to ensure children are continually supervised. They help children to learn how to keep themselves safe. For example, staff implement clear rules when using the forest school area and remind children how to move around in the garden and pre-school.

What does the setting need to do to improve?

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

- ensure the recruitment and induction process is robust and support managers to fulfil their roles and responsibilities
- help staff to consistently support children's growing independence
- strengthen intended learning of planned activities so that they are clearly understood by staff.

Setting details

Unique reference number	EY486026
Local authority	Croydon
Inspection number	10264168
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	49
Number of children on roll	49
Name of registered person	Mulberry Pre-School at Howard
Registered person unique reference number	RP911452
Telephone number	02084054193
Date of previous inspection	7 June 2017

Information about this early years setting

Sherwood Pre-School registered in 2015. It is located in the grounds of Howard Primary School, in the London Borough of Croydon. The pre-school operates Monday to Friday from 9am to midday and from 12.30pm to 3.30pm. There is also a lunch club from midday to 12.30pm. The out-of-school care facilities operate between 7.45am to 9am and 3.30pm and 6.15pm each weekday during term time. The pre-school employs 16 staff who work directly with the children. The majority of staff are qualified at level 3 and level 2. The nursery offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Angela Colman

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.
- A joint observation was carried out by the inspector and the managers.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector held a leadership and management discussion with the manager and the deputy manager.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the manager completed a learning walk in the nursery to gain an understanding of how this early years provision and the curriculum are organised.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023