

# Inspection of Grove Park Pre-School And Day Nursery

353 Baring Road, LONDON SE12 0EE

---

Inspection date: 18 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and well cared for. For instance, young babies new to the setting receive good support and reassurance from staff when they need comfort throughout the day. This helps children to feel safe and secure. Staff listen to and actively take account of children's views. For example, when staff invite them to participate in group activities, children receive time to finish their self-initiated play before they join. When children share their intention to make a caterpillar out of play dough, staff share ideas on how to make the play dough longer. This positively enhances children's play. Staff ensure that children's individual spoken languages and cultures are celebrated alongside their learning of the English language.

The manager and staff are highly ambitious for all children to develop a love of learning and achieve well, including children with special educational needs and/or disabilities. They place a strong focus on children enjoying books and stories. A recent project, undertaken with the local authority, was used to encourage all families to join the local library. Children are very friendly and behave well as they enjoy learning both indoors and in the large secure garden. For example, children eagerly search for different objects in the garden and others continue their interest in minibeasts, using sticks to draw caterpillars in the sand. Staff support children to engage deeply in their learning for long periods.

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

- The manager and staff team share a clear vision for implementing a curriculum that helps children to achieve, consolidate and move on to the next stage in their learning. Staff are knowledgeable about the needs of their key children. They plan activities based on children's interests and identify what they want children to learn next. However, the manager has not fully embedded how she monitors what children are learning. As a result, any gaps in the curriculum provided are not quickly identified, which impacts on what children learn.
- Staff teach babies and toddlers new words, such as 'splash' and 'bubbles'. They use more complex language to help older children learn about the world around them, for instance, as they compare centipedes and caterpillars. Staff use questions and conversations that encourage older children to respond in sentences of more than one word. Children enjoy songs and stories to enhance their listening skills. For example, older children eagerly share their knowledge of initial sounds in words as they play sorting games. Staff help children to make good progress in their communication and language development.
- Staff weave mathematics throughout the curriculum effectively. They encourage children to explore mathematical concepts at every opportunity. For example, children successfully identify and match shapes, recognise and write numerals

and count for a purpose. Older children spontaneously add pegs to number grids and compare which is the bigger number with more pegs. Younger children are supported to use numbers and language such as 'longer' and 'shorter', and they measure their caterpillars and choose the length of the spider's legs.

- Children enjoy a vast array of activities to support their physical development. The youngest children enjoy chasing and popping bubbles in their own, secure garden area. Older children explore different ways to climb and balance on climbing equipment, and ride wheeled toys or throw balls into the basketball net.
- Partnership with parents is effective. They are happy with the provision and are complimentary about how caring and kind the staff team and manager are. They comment that children make good progress while at the nursery and are happy to attend each day. Staff share information about children's day with parents and give ideas for how their learning can be supported at home. However, the manager and team do not invite parents to share their thoughts and ideas on what the nursery does well and how it can improve.
- The manager and her team use evaluation well. She identifies areas of the nursery to improve, for example, changes made to the layout of the toddler room have enabled children to be more focused in their learning. Staff are well supported by the manager. The manager operates an open-door policy. Staff have regular meetings, which help to identify any training needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role in keeping children safe. The manager ensures that staff undertake regular safeguarding training and have up-to-date paediatric first-aid training. Staff are aware of the policy for whistle-blowing. The manager understands the procedure to follow if allegations are made against a member of staff. Staff know how to escalate any safeguarding concerns. They carry out regular risk assessments to make sure that the nursery is safe for children to access.

## **What does the setting need to do to improve?**

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

- improve how the curriculum is monitored to ensure any gaps are closed quickly to enhance children's learning further
- engage parents in sharing their views to help inform the nursery development plan.

## Setting details

<b>Unique reference number</b>	EY500945
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10301199
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Grove Park Pre-School
<b>Registered person unique reference number</b>	RP901222
<b>Telephone number</b>	02088578258
<b>Date of previous inspection</b>	22 January 2018

## Information about this early years setting

Grove Park Pre-School And Day Nursery registered in 2016. It is situated in Grove Park, in the London Borough of Lewisham. The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 13 members of childcare staff. Of these, seven are qualified at level 2 or 3, and five are unqualified or working towards a qualification. The nursery also employs a cook.

## Information about this inspection

### Inspector

Tracey Murphy

## 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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed staff and children of all ages throughout the day. She spoke with staff and interacted with children at appropriate times.
- The manager and inspector observed a planned activity and evaluated the impact of this on children's learning.
- Parents shared with the inspector their views on the quality of the provision through verbal feedback.
- A sample of documents was reviewed, including staff's paediatric first-aid certificates, training qualifications and suitability checks.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023