

Inspection of Shelly Tots Pre-School

Mountfield Community Centre, 17 Sandway Road, Orpington BR5 3TU

Inspection date:

9 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children feel safe. Most children settle well with the staff at the pre-school. Children engage well. They are familiar with the environment and the activities in the pre-school. Older children have good friendships. They are kind and respectful to each other. However, on occasions, staff deployment is not effective. This affects the quality of interactions between staff and children.

Leaders have suitable understanding of the areas of learning set out in the early years statutory framework. They support staff to set out clear learning intentions for all children at each stage of their development. Leaders have created a learning zone for older children. This helps children develop their literacy knowledge and skills. For example, staff use the nursery rhyme 'Humpty Dumpty' to introduce simple rhyming words to older children such as 'wall' and 'fall'. Although leaders have a vision for what they want children to learn, some staff remain unclear and do not implement the curriculum well.

Staff encourage older children to reflect on their learning. Children are provided with opportunities to contribute to their own assessment of progress. Staff invite children to look at the pictures of the activities they have had a choice of completing. Children can tick activities they have participated in. Staff do not correct any of the children's self-assessment. This helps children build a sense of achievement and feelings of pride.

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

- Staff do not always make the most of opportunities to interact with children, particularly when they are using the studio area or during mealtimes. Although children remain visible and are checked on periodically, staff engagement is inconsistent. As a result, children miss out on quality interactions that could enhance their care and learning.
- Leaders have an effective understanding of the curriculum. Staff plan activities for children to investigate and explore the different properties of dry and wet sand. Children pour sand into different containers. They add water to the sand and talk about the changes in texture. They use key vocabulary such as 'wet', 'dry', 'pour' and 'mould' correctly. However, on occasions, some staff do not fully understand the learning intention of planned activities. This means the implementation of the curriculum is less effective.
- Staff build positive relationships with parents and carers. Children are happy and settle quickly. Parents receive regular communication about their children's learning and development. They know their next steps. Parents can contribute to children's learning journeys. For example, parents say that when they notice an area of strength at home, they inform staff. Staff help develop the child's

learning further. Parents speak positively about the support they receive from staff and leaders.

- Staff recognise the need to develop children's independence and self-care skills. For example, staff encourage children to apply their sun cream independently. Children tell the inspector that they are applying sun cream because they are going to the garden and it is hot outside. Older children walk to and from the kitchen to get their lunch at mealtimes and clear their bowls away after finishing their snack. This helps children to develop their self-care and independence skills.
- Leaders and staff are committed to supporting children with special educational needs and/or disabilities (SEND). For example, they have developed calm spaces with sensory resources to support children to regulate their emotions. Leaders with responsibility for SEND work closely with parents, staff and external agencies to plan targeted activities to support children with the next steps in learning.
- Leaders plan purposeful trips and visits within the local community to enhance children's learning experiences. For example, children visit the local cafe and practise how to order their choice of breakfast. They use these opportunities to raise children's awareness of personal safety, including their understanding of road safety and how to respond appropriately to strangers.
- Staff place a strong focus on supporting children's interests. Children who choose to play for extended periods of time in the construction area benefit from one-to-one support from their key person. For example, staff use books such as 'Tap Tap Bang Bang' to help children to identify the different tools and learn how to use them. Consequently, children begin to use hammers to tap wooden rods into cardboard.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality and consistency of staff interactions so that children benefit more fully from adult support and engagement in their care, play and learning.	15/09/2025

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

- strengthen staff's understanding of the curriculum and the skills and knowledge they want children to learn.

Setting details

Unique reference number	EY490609
Local authority	Bromley
Inspection number	10388505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	37
Number of children on roll	45
Name of registered person	Keepence, Shelly Anette
Registered person unique reference number	RP904286
Telephone number	07789503741
Date of previous inspection	15 July 2019

Information about this early years setting

Shelly Tots Pre-School registered in 2015. It operates from a community centre in Orpington in the London Borough of Bromley The pre-school opens from 9.15am to 3pm, Monday to Friday, during term time only. It is in receipt of funding for the provision of early education for children aged two, three and four years. The pre-school employs eight staff. Of these, six hold a qualification at level 2 or above.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff and parents spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

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