

Inspection of Toddleswood Pre-School

Willow Bank Primary School, Thamesmead SE2 9XB

Inspection date:

16 May 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 happily enter this setting at the start of the day. They run up the path and confidently wave goodbye to their parents and carers. For those children still new to the setting, staff provide a reassuring presence. They greet children warmly and give them a cuddle to help them to settle. Most children settle quickly at an activity or experience, which staff set out as part of the planned curriculum. However, staff only use one room in the mornings for all children, which means that the environment is noisy. This causes some children to find it difficult to concentrate on tasks, and, consequently, they wander around the room instead.

Children form strong friendships with their peers. They excitedly jump up and down when their friends arrive and seek others out to join in their play. With support from staff, children begin to negotiate the rules of play. They learn the expectations for their behaviour, such as taking turns and being a kind friend. When children accidentally knock one another on the head with plastic hoops, they are quick to say 'sorry' and give each other a hug.

Staff do not consistently implement the curriculum for children effectively. However, while the quality of education for all children is variable, staff support children with special education needs and/or disabilities (SEND) well. Staff work closely with other agencies involved in children's care. They recognise when children may need additional support with tasks and are quick to provide this.

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

- Staff have a sound understanding of what their key children already know and what it is they need to learn next. Staff talk confidently about how they adapt their planning to meet the needs of individual children, such as by simplifying or extending children's learning. However, in practice this is not always evident. Staff are often distracted during activities by the need to deal with instances of unwanted behaviour or to support children with SEND. This leads to children losing interest in the task they were taking part in or being left to complete it alone. This means that some children do not therefore get the appropriate level of support they need.
- Staff recognise the importance of communication and language as an integral part of their curriculum. They have implemented a recognised initiative to be able to gather accurately the starting points of children's language development. Staff use simple and repetitive language and give clear instructions to children. This helps children to understand what is happening now and next. Staff introduce new language to children through their play.
- Staff help children to develop a love of books and storytelling. They use weekly core books to allow children to become familiar with different stories and learn

new language. Staff provide a lending library to encourage parents to take different books home to share with their children. Older children confidently retell the story of 'Jack and the Beanstalk' using the props that staff set out.

- Children begin to develop some independence skills. However, there is not a consistency in this approach across the setting. For example, when children arrive later in the morning, staff quickly take their coats and bags off them and hang these up so they can go straight off to join in activities. At snack time, staff walk around offering milk, water, fruit and crackers to each child individually, as opposed to allowing them to help themselves. This prolongs waiting times and does not help children to develop self-help skills to become ready for school.
- Staff are passionate about their roles. They are engaged and play alongside children, such as pushing them on the crate swing, making mud pies, joining in with favourite games or making large-scale construction models. As such, children develop strong attachments to staff and regularly seek them out to show them what they are doing.
- Staff are vigilant and recognise that they regularly need to remind children of the rules in the setting that keep them safe. For example, they prevent children climbing on furniture, running inside or throwing objects. However, they do not help children to understand why these actions are dangerous and what the consequences are. Children therefore cannot begin to assess risks independently and make better choices.
- Partnerships with parents are good. Parents comment on the support they receive from all staff. Parents feel that staff keep them up to date with what their children are learning.

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

- consider how to structure the routine of day to ensure that all children have access to high-quality interactions and learning opportunities that support their learning
- offer children consistent opportunities to develop their independence and self-care skills so that they are ready for the next stage of their learning
- promote children's understanding of why certain rules are in place to keep themselves and others safe.

Setting details

Unique reference number	EY536844
Local authority	Bexley
Inspection number	10404988
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	72
Name of registered person	Toddles Limited
Registered person unique reference number	RP536843
Telephone number	02083201900
Date of previous inspection	19 July 2019

Information about this early years setting

Toddleswood Pre-School registered in 2012, and re-registered in 2016 with a change to the legal status. It is located in the London Borough of Bexley. The setting is open from Monday to Friday, during term time. Sessions are from 8.45pm to 3.45pm. The setting employs seven members of childcare staff, who all hold relevant qualifications at level 2 or above, including one member of staff who holds qualified teacher status. It provides government funded childcare.

Information about this inspection

Inspector

Natalie O'Leary

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.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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 2025