

Inspection of Davidson Pre-school

408 Davidson Road, CROYDON CR0 6DD

Inspection date: 5 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy, confident and ready to explore with their friends. Staff provide a warm and friendly welcome. This supports children to settle quickly and form strong bonds. Staff give children reassurance and cuddles when needed, which helps them to feel safe and secure. Staff encourage children to be independent. For example, children find their named coat pegs and recognise their names, which helps to give them a sense of belonging.

Staff gather detailed information when children first start, which supports them to plan their curriculum. They build on children's interests and previous knowledge. Leaders and staff have high expectations for all children. They plan a broad range of activities that ignites children's interests and extends their skills. For example, children develop the small muscles in their hands as they use tools to break ice. Children show their excitement as they rescue the bugs and watch the ice melt. Staff support children with special educational needs and/or disabilities (SEND) well and ensure that all activities are inclusive.

Staff talk to children in a calm and positive manner. They give gentle reminders about the behaviour they expect and use praise and encouragement. Children learn the routine and help with tasks, such as tidying up. Overall, children behave well and share resources.

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

- Leaders and staff use observations and assessments to monitor children's progress. This ensures that any gaps in children's learning or additional support needed are identified quickly. Leaders make referrals and work in partnership with other professionals. This supports all children to receive the support they need to make good progress.
- Staff are passionate about their roles and want all children to achieve. Overall, they promote children's communication and language well. For example, staff enthusiastically share stories and sing with children. They introduce new vocabulary and encourage children to share their views and extend their sentences.
- Partnerships with parents and carers are well established. Parents say that their children are happy and settled and benefit from attending the pre-school. They describe staff as caring and supportive. Communication is good and parents receive regular updates on their children's progress and next steps in learning, which includes ideas to continue children's learning at home.
- Staff develop children's understanding of healthy lifestyles and work with parents to provide nutritious lunch boxes. Children enjoy fruit for snacks and learn about healthy choices. Staff promote physical play and exercise. For example, children

ride bicycles and scooters and climb the ladder to use the slide. These activities help children to develop their balance and coordination. Staff supervise children and deploy themselves effectively as children's interests change to ensure safety.

- Staff engage with children as they choose different activities and promote their fine motor and imagination skills. Children pretend to make meals for their friends, build train tracks and share resources. Staff engage in conversations and ask questions. However, they do not consistently extend children's thinking or encourage them to problem-solve for themselves.
- Children learn mathematical concepts and count as they play. Staff teach children about different shapes and play matching games, which helps them to recognise patterns. Children complete puzzles, thread and learn the names of body parts, and they show a positive attitude to their learning. However, staff do not organise large-group activities to support all children to concentrate and benefit from the learning intention.
- Staff deliver a curriculum and an ethos of diversity and inclusion. They support children who are learning English as an additional language with English and their home languages. Children explore different festivals and learn about other cultures, religions and disabilities. This gives children knowledge of others in their local community and helps them to understand what makes them unique.
- Leaders have robust recruitment procedures in place to ensure that all staff are suitable. They monitor staff's practice and seek views from parents, which helps the pre-school team to reflect and make improvements. All staff receive regular supervision sessions and are set targets to develop their skills. They extend their knowledge through continued professional development. All complaints are acted upon swiftly and addressed.

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:

- review and strengthen group-time activities to ensure that all children can focus and continue their learning
- extend children's thinking further during activities so they can problem-solve independently.

Setting details

Unique reference number	2701906
Local authority	Croydon
Inspection number	10376265
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	26
Number of children on roll	24
Name of registered person	Davidson Pre-school Ltd
Registered person unique reference number	2701907
Telephone number	07378898869
Date of previous inspection	Not applicable

Information about this early years setting

Davidson Pre-school registered in 2022 and is located in Croydon, London. The pre-school operates during term time, from 9am to 4pm, Monday to Friday. It employs seven staff. Of these, six hold a relevant early year qualification at level 2 or 3. The pre-school receives funding for disadvantaged children and provides government funded childcare.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The manager and inspector carried out a learning walk together to discuss the pre-school's curriculum and intentions for children's learning.
- The manager showed the inspector around the pre-school and explained how they keep the environment safe for children.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with staff and the manager about safeguarding and how they evaluate their practice.
- The inspector looked at relevant documentation, including paediatric first-aid certificates, qualifications, insurance 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.

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