

Inspection of Crofton Early Learners

Crofton Baptist Church, 100 Crofton Lane, Orpington, Kent BR5 1HD

Inspection date:

6 March 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The provider has not updated Ofsted with required information in a timely manner to comply with statutory requirements. However, this oversight has had no significant impact on children's well-being.

Staff create a warm and welcoming environment in which children can freely explore and learn. They enable children to access a wide range of learning opportunities throughout the session. All children remain occupied, learn new skills and show good levels of involvement in all they do.

The curriculum is equally ambitious for all children, including children from disadvantaged backgrounds. The team understands how to help all children learn in small steps so that they learn and remember new skills over time. The provider uses additional funding well to ensure that all children make good progress in their learning.

Staff are good role models and help children to learn how to behave positively. They are kind and caring towards the children and use effective strategies to help them manage their feelings and emotions. Children learn to put their hands up to answer questions and wait for their turn in conversations. They play well together and enjoy their learning experiences.

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

- The provider has not notified Ofsted of all changes to the board of trustees or ensured that the correct information has been submitted within required timescales. This has resulted in delays for Ofsted to carry out the necessary checks to determine trustees' suitability. However, the provider is taking action to rectify the matter, and there is no significant impact on children's welfare.
- Leaders and managers work hard to support the staff team. They provide regular opportunities for supervision and support to continually improve the quality of teaching and learning. Staff work well together to help children achieve well and develop positive attitudes towards their learning.
- Staff implement the curriculum effectively. They sequence children's learning so that they retain previous knowledge well. For example, on arrival, most children hang up their coats, register their name cards and then gather for group time. Occasionally, when noise levels rise or routines change, some children lose concentration and experience slightly less opportunity to deepen their learning.
- The staff team places good emphasis on getting children ready for starting school. For example, they teach them how to be safe in different situations and to be sociable and self-assured. They are slightly less confident in encouraging children to do things that they could easily attempt for themselves to further

encourage their independence.

- Staff encourage children's communication and language skills well. They ask purposeful questions and teach children the meaning of new words, such as 'rotation' and 'semicircle', to help expand their vocabulary and mathematical language. Children are confident speakers.
- Staff teach children to be kind and helpful towards one another. They manage minor disagreements well, so that children learn how to behave positively. There is a clear focus on helping children to follow the rules and to regulate their own behaviour. Children behave well.
- Relationships are warm and caring at all levels. The key-person system works well in making sure that children feel safe and secure. Staff make sure that children, including those with special educational needs and/or disabilities (SEND), are settled and happy. All children are confident, caring towards their friends and ready to learn.
- Staff assess children's progress well and plan and provide activities that meet their individual needs. They know children and their families well and use their assessments to close any gaps in children's learning.
- Staff work well with parents to provide information and include them in their children's learning. They make sure that parents can contribute towards their children's experiences and assessments of their progress. Parents' comments show that they greatly value the care and education provided for their children.
- Staff work with outside agencies to ensure that all children receive the help they need to learn and achieve. They follow guidance from other professionals and use funding to ensure that children with SEND and those from deprived backgrounds make good progress. They liaise well with local schools to ensure children enjoy smooth transitions as they enter the next stages of their education.

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
--	-----------------

provide Ofsted with the required information for changes to trustees, in a timely manner, to ensure that checks can be carried out to determine their suitability.	21/03/2025
--	------------

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

- strengthen opportunities for children to concentrate more during their everyday experiences, to further encourage their readiness for starting school
- encourage children to do even more tasks for themselves to support their growing independence.

Setting details

Unique reference number	EY364379
Local authority	Bromley
Inspection number	10393104
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	40
Number of children on roll	55
Name of registered person	Crofton Early Learners
Registered person unique reference number	RP527448
Telephone number	07706708211
Date of previous inspection	17 January 2020

Information about this early years setting

Crofton Early Learners originally registered in 1977 and re-registered in 2007. The setting is situated in Orpington, Kent. It opens Monday to Friday, from 9am to 12pm and from 1pm to 4pm, during school term times. The setting also operates a lunch club from 12pm to 1pm. The provider offers government funded places for childcare and receives specific funding for disadvantaged children. There are 10 members of staff who work with the children, all of whom hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector
Stephanie Graves

Inspection activities

- The manager showed the inspector around the areas of the premises used for childcare.
- The inspector spoke to the manager, the nominated individual and staff at convenient times.
- Children approached the inspector to ask questions and to talk about their snacks and activities.
- The inspector observed the interactions between staff and children and assessed the impact on their learning.
- The manager and the inspector conducted a joint observation of a planned activity.
- Parents shared their views about the provision through talking with the inspector and providing written feedback.

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