

Little Wellingtons Pre-School

135 Wellington Road, London EN1 2RS



Inspection date

29 October 2018

Previous inspection date

12 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager meets regularly with staff to reflect on their practice and their key children's progress. She ensures staff attend statutory training and encourages their ongoing professional development.
- Staff provide children with good mathematical challenges. Children are learning to count, name shapes and understand some language for size, such as 'big' and 'small'.
- Children enjoy a good range of activities in the garden. They develop early writing skills, climb, balance and jump, and make concoctions in the mud kitchen.
- All children progress well from their different starting points. Staff assess children's individual progress well and plan for their next steps in learning.
- Staff help children to understand how their behaviour affects other children's feelings. They learn to be kind to each other and share toys and resources.

It is not yet outstanding because:

- Although the manager and deputy manager have implemented a new programme to track children's progress, they do not use it fully effectively. They do not monitor individual and groups of children's progress successfully, to identify any less obvious gaps in learning, to help focus teaching more precisely.
- On occasion, staff do not manage group activities well. Some children find it hard to concentrate and listen. They fidget and disrupt other children's learning.

What the setting needs to do to improve further

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

- enhance monitoring of individual and groups of children, to track their progress and identify any gaps in learning to help focus teaching more precisely
- consider the size of group activities and children's abilities to enhance their listening skills and engagement in learning.

Inspection activities

- The inspector held discussions with the manager about staff's suitability.
- The inspector held discussions with the staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including safeguarding policies, staff training and children's development records.
- The inspector completed a joint observation with the manager.
- The inspector observed the staff's teaching and interactions with children.

Inspector
Ruth George

Inspection findings

Effectiveness of leadership and management is good

The manager and staff have reflected on their practice since the last inspection. They have worked with the local authority to bring about improvements. The manager and staff have put in place effective measures to support children who find it difficult to manage their feelings. Children learn to respect their friends and play amicably together. The manager has implemented improved documentation to record any incidents and makes referrals to the appropriate authorities to ensure children and families receive any support they require. The manager ensures staff have a good knowledge of child protection. They recognise signs that show a child may be at risk of harm, and know the referral process and whistle-blowing procedures to keep them safe. Staff understand to be vigilant to changes in either parents' or children's behaviours, such as stronger beliefs and how these could lead them into unsafe situations. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff observe and assess children's development, and thoughtfully plan themed activities that capture children's interest. For example, children make representations of pumpkins using crayons, tissue paper and glue. Staff use books to explain how pumpkins grow and children examine and touch the texture of the different sized pumpkins before they set to work. Staff play alongside children and extend their imaginary games to challenge and extend their learning. Children enjoy shopping for vegetables and name them as they put them in paper bags. Staff ask children the names of the vegetables and repeat back clearly the right pronunciation. Staff encourage children to count the money to pay the shopkeeper.

Personal development, behaviour and welfare are good

Staff build good relationships with parents and they work closely together to help children settle and build on their learning at home. Staff encourage children to become independent learners. Children are inquisitive and make choices about what they want to do. They quickly learn the routines and a sense of time. For example, they know when the trolley arrives they can go to the table for snack but not before washing their hands. Staff teach children to put on their coats before they go outside. They show children how to thread the pin at the bottom into the slider and pull up the zip. Staff provide children with physical challenges, such as to climb over a caterpillar tunnel. They build in an element of risk, as children work out how to pull themselves up and over safely, landing securely.

Outcomes for children are good

Children develop a good range of skills that prepares them for future learning. They enjoy activities that support development of their muscles for writing. Children learn to write for a purpose. They chalk on the pavement outside, label their work, write letters and put them in envelopes for their parents. All children, including those who learn English as an additional language, are becoming confident communicators. Children develop good physical skills. They balance, climb and learn to kick balls with precision. Children build good friendships and play cooperatively. For example, in the mud kitchen they take it in turns to put the pot in the oven.

Setting details

Unique reference number	EY102894
Local authority	Enfield
Inspection number	10079649
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	28
Name of registered person	Little Wellingtons Pre-School Limited
Registered person unique reference number	RP535225
Date of previous inspection	12 December 2017
Telephone number	020 8360 6439

Little Wellingtons Pre-School registered in 2001. It is open each weekday from 9am to 3.30pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged three and four. The nursery employs 10 staff, including the manager, two bank staff and a kitchen assistant. The manager has a qualification at level 5, and seven staff hold relevant childcare qualifications at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

