

# Wood Green Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	140477
<b>Inspection date</b>	13/01/2012
<b>Inspector</b>	Yasmine Hurley
<b>Setting address</b>	Wood Green Pre-School Playgroup, Partridge Way, LONDON, N22 8DW
<b>Telephone number</b>	0208 888 4590
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Wood Green Pre-School was registered in 1996. It is managed by a voluntary committee. The pre-school operates from a purpose built log cabin in Wood Green in the London Borough of Haringey and serves the local community. The pre-school uses a play room, an enclosed outdoor play area, a kitchen and toilet facilities. The pre-school is open Monday to Friday for sessions from 9am to 3.30pm during term time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children may attend for a variety of sessions. The pre-school is registered to care for a maximum of 18 children from two years to eight years; of these, not more than 18 may be in the early years age group; not more than ten may be under three years, at any one time. There are currently 31 children on roll. The provision is in receipt of funding for the provision of free education to some two-year-olds and for children aged three and four years. The pre-school currently supports a number of children learning English as an additional language. The pre-school employs four staff, three of whom hold a National Vocational Qualification in Childcare at level 3. In addition, one staff member is working towards a relevant level 3 qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for in a welcoming, child centred environment that is generally inclusive and reflects the children's backgrounds, communities and family lifestyles. Children enjoy a choice of stimulating and interesting activities, making good progress overall in their learning and development. Staff work well in partnership with parents and carers, establishing good working relationships with a range of professional agencies to ensure that all children's individual needs are well met. Children progress rapidly in learning about healthy lifestyles and contribute exceptionally well to the life of the pre-school. Effective self-evaluation systems are in place for good continual improvement of the outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend existing systems for assessment to ensure all relevant observations include details of what children need to learn next, achieving consistency across the staff team
- further develop the range of books and resources to reflect positive images of disabled people in non stereotyped roles

## **The effectiveness of leadership and management of the early years provision**

The manager ensures that effective procedures are in place to recruit suitable staff. The staff team has a good understanding of safeguarding children procedures and knows how to make referrals to outside professionals. The premises are very secure and there are effective procedures in place to prevent unwanted visitors gaining access. Robust risk assessments enable staff to quickly identify and address any potential hazards to children both on the premises and when on outings. All staff hold a current first aid certificate, which means that children may receive effective care if there is an accident. Staff maintain mandatory records effectively.

Staff are well qualified, experienced and work together efficiently. They clearly enjoy their work, which is evident in their positive interactions with children. Staff are well-deployed throughout the pre-school. Regular team meetings and carefully chosen training, support all staff to work as an effective team to drive improvement well. For example, staff accurately identified the need to broaden the range of outdoor activities and equipment. As a result, they have improved the outdoor area maximising children's outdoor learning experiences. The pre-school has effectively addressed the vast majority of recommendations raised at the last inspection and successfully identifies where provision requires further improvement.

The pre-school environment is well-organised overall and staff provide play areas that attract children's attention both indoors and outdoors. The high ratio of staff to children supports safety and learning successfully. Staff effectively promote children's independence as they encourage them to make choices from a generally broad range of good quality resources. The pre-school promotes inclusive practice at all times as staff have a good awareness of children's backgrounds and differing abilities. For example, effective strategies are in place to support children who are learning English as an additional language. Staff work together to plan and help all children meet individual targets for their development. The varying backgrounds of children attending the pre-school are acknowledged fully, as children's awareness of others is increased through special events, including a variety of religious and cultural festivals. The children and staff represent a wide range of cultures and everyone is treated with respect. Children have access to varied resources reflecting these backgrounds, although there are few positive images to help children embrace difference fully and be sensitive to the needs of others, such as those with disabilities.

Management and staff work extremely hard to make sure all parents feel included and are kept well-informed about their children's progress and welfare. All parents' views are always sought through discussions, questionnaires and emails. Discussions with parents demonstrate that they are very happy with the care and learning outcomes their children are achieving. Partnerships with others are well-established and make a strong contribution to children's achievement and well-being. For example, the pre-school works closely with early years development workers, the local children's centre and schools.

## **The quality and standards of the early years provision and outcomes for children**

All children play in a stimulating environment and thoroughly enjoy their time at this welcoming pre-school. Activities include a good mix of adult-led and free-choice play. Children are well settled in and show an extremely strong sense of security, which gives them the confidence to explore and investigate their play environment independently. Children are making good progress in their communication skills by participating in interesting discussions, story times and group times. Children are beginning to form initial letters of their names and sound out words using phonics. Children learn to count with confidence and to recognise numbers and shapes. For example, they count the fruit that a 'hungry caterpillar' had eaten and recognise shapes when creating pictures with wood.

Children particularly enjoy the outdoor play area, which is well-resourced and is organised thoughtfully. Children happily explore and experiment in their outdoor environment, filling small wheelbarrows with rocks, digging the soil and applying early science in their play. Children enjoy planting seeds in the garden; regularly watering them and watching them grow. They then pick the fruit and vegetables and eat them with their meals at the pre-school. These experiences successfully enhance children's understanding about where food comes from. They also support children in gaining useful attitudes for their future lives and to make sense of the world around them.

An effective key person system ensures there are generally efficient methods for observation and assessment. Staff consult parents before children start at the pre-school and gain useful information about their abilities on entry. Written observations of children's achievements and interests are well-supported with photographic evidence. These records enable parents and carers to enjoy very clear, visual images of their children's experiences. Children are clearly making good progress from their starting points. Staff plan activities to suit the individual needs of children; however, the existing systems for assessments do not always include sufficient detail about what children need to learn next, in order to promote consistency fully between the staff team and help parents understanding. Children form excellent relationships with staff showing exemplary behaviour and respect towards other children and adults. Children show excellent cooperation and turn-taking skills with others. They know what is expected of them and have a clear and good understanding of how to stay safe. This knowledge is demonstrated through their play as they confidently talk about potential dangers and how to keep themselves safe. Regular evacuation drills help them become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner. Children learn through staff discussions and outside visitors about 'people who help us', such as the police and fire service.

Children develop an excellent understanding about living healthy lifestyles as staff have valuable discussions with them during mealtimes and other relevant activities. As a result, children clearly understand the importance of a healthy balanced diet and regular exercise. They rapidly become independent owing to staff expectations, for example, through serving their snacks, pouring their drinks

and helping to tidy up. They are physically active in all weathers and they move safely, climbing and balancing with confidence. They learn to move their bodies imaginatively as they enjoy dancing and moving to music, playing musical instruments and joining in with action rhymes.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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