

# Little Wellingtons Pre-School

135 Wellington Road, London, EN1 2RS

## Inspection date

06/05/2014

Previous inspection date

16/04/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
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## The quality and standards of the early years provision

### This provision requires improvement

- Staff appropriately organise the indoor space allowing the children to move around independently and safely.
- Children are developing counting skills and an understanding of numbers through relevant every day experiences.
- Staff set up a range of equipment outdoors, which provides children with new challenges, such as building large scale models that contributes to their physical development.

### It is not yet good because

- The arrangements for supervision are not yet in place to support staff's personal effectiveness and to also assess their continued suitability.
- The leadership team are not meeting all the requirements of the Early Years Foundation Stage. The register of attendance is not accurately kept and they have failed to notify Ofsted of a significant event.
- Staff do not make sufficient use of the local environment to help children become aware and familiar with the features of the community.
- There are few examples of older children's work on display that allow them to see and appreciate their achievements.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the manager/provider.
- The inspector observed the children during play and the staff's interaction with the children.  
The inspector sampled a variety of documents, which included staff records, the attendance register, safeguarding policies, children's assessment reports and parents' questionnaires.
- The inspector talked to parents and obtained their views about the provision for their children.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

Little Wellingtons Pre-School registered in 2001 and is privately owned. The pre-school operates from two rooms within Bush Hill Park Methodist Church, in the London Borough of Enfield. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am to 3.15pm during term time.

There are currently 50 children on roll, all in the early years age range and some in part-time places. The pre-school is in receipt of funding for the provision of free early education for children aged three and four. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It employs eight staff, all of whom hold appropriate early years qualifications. Two members of the staff team including the manager/provider hold a foundation degree in early years. The pre-school receives support from early years development officer.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure staff supervision is carried out in order to discuss any issues and solutions, identify training needs to improve staff's personal effectiveness in their role and to assess their continued suitability
- maintain an accurate record of the children's daily attendance

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

- increase opportunities for children to become familiar with the features of their environment, for example, by increasing the range of trips to different parts of the community
- review the opportunities available for older children to see and appreciate their achievements.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The manager, who is also the registered provider, and staff set out a range of toys and activities, which creates a welcoming environment. Consequently, children arrive and

settle quickly into their play. Staff appropriately organise the indoor space, allowing the children to move around independently and safely. They encourage children to become independent learners as they make choices about their play. For example, staff label storage trays with words and pictures so that children know where to find specific toys. As a result, older children are beginning to show levels of concentration when playing with their self-chosen toys. Additionally, staff's labelling of resources help children to understanding that words and symbols carry meaning. Children have opportunities to share news about events that happen outside the pre-schools during group discussions at circle time, such as, what they did during the weekends. As a result, children are beginning to develop confidence when speaking in group situations. Staff support young children to develop an awareness of number names as they help children to learn number rhymes and songs, and use number names in everyday situations. Older children can count in sequence beyond twenty and some can recognise numbers from one to nine. Staff use familiar stories, such as, 'Goldilocks and the three bears' to support children in their understanding of size. Overall, children are developing the skills that they need for their future learning.

Staff obtain information from parents about their children's starting points and use this to build on what children already know. They also observe children during their free play and activities, using their notes to assess children's achievements across the different areas of learning. Staff use their knowledge and observations of children's interests to plan for individual children's learning needs as well as group activities for all children to create a balance of adult-led and child-initiated activities. For example, the current topic is about the people who help children and adults in the community. Staff set up the role-play area according to current topic and in response to children's interests about people who help them in the community. Staff provide appropriate resources such as, hats and police uniform/dressing up clothes for children in the role-play area. This enables children to enjoy dressing up and acting out real life scenarios. Staff also use simple discussion about the role of the police, fire fighters and the lolly pop person to help children understand about how to keep themselves safe. For example, what to do in the event of a fire and the importance of using pedestrian crossings.

Staff provide children with suitable tools and equipment, which enable them to experiment and express themselves creatively. For example, young children explore mixing paint to create different colours. Children are able to make two- and three-dimensional models of people using, lolly pop sticks, wool, sticky and tissue paper. All children are able to explore, colour, texture and shape. For example, when creating a collage of an elephant and making trains out of circle and rectangle cut out shapes. Staff provide opportunities for younger children to see their work displayed on the wall. Consequently, this supports young children in celebrating their own achievements. However, the older children see few examples of their own work on wall display as the manager and staff have not yet given consideration to alternative ways of displaying children's work. Staff use discussion, stories and an interest table with books, small world and other materials to support children to life cycle and grow of living things, such as, frogs and flowers. Staff allow children to explore the outdoor play area so that they become aware of nature and other living things, such as, looking for bugs. However, Children are rarely taken out on short walks or visits to local places of interests to enable them to learn about some of the features of

their local community.

### **The contribution of the early years provision to the well-being of children**

The manager and key persons work well with parents prior to the start of children's placement and when children commence at the setting so that they get to know the children. The key persons are receptive to their key children's individual needs, which help to develop a genuine bond between them. Staff help children to develop and maintain relationships through setting up small and large group activities. For example, staff support young children to get involved in play situations, such as, in the role-play area. Staff support younger children to learn important skills, such as, sharing toys and equipment. In addition to this, staff introduce turn-taking when children share their news during circle time sessions. Children benefit from the praise and encouragement they receive from staff. Staff ensure children have an understanding of the procedures to follow in the event of a fire, because they regularly practise the emergency procedures. This helps children to learn to take responsibility for keeping themselves safe.

Children's health and well-being is promoted. Staff implement effective daily routines that helps to reduce the spread of infection and the risk of germs. For example, staff clean tables before and after children eat their meals. Staff wear protective clothing when preparing snacks for children and carrying out nappy changing duties. They keep boxes of tissues where children can see them so they can get one to wipe their nose. Staff use simple explanation to help young children develop an awareness of the importance of good personal hygiene. Older children demonstrate good self help skills. They automatically wash their hands after visiting the toilet. Children demonstrate they are keen to wash their plates after snacks and, therefore, staff provide them with a bowl of soapy water. Children receive nutritious and varied snacks that help them to understand foods that are good to eat. Staff remind parents about using cold packs in their children's lunch boxes or bags so that the foods brought in from home do not spoil. Staff make sure that children have fresh drinking water throughout the day, both indoors and outdoors so that children do not get thirsty.

Children enjoy opportunities to take part in daily physical activities outdoors. Children use a range of equipment including climbing frame, mini-stilts and stepping stones to develop their balance and coordination. In addition to this, staff regularly put out large blocks with cylinders to provide new challenges for children. This allows children to assemble, dismantle and build larger scale construction that includes creating a castle. These activities contribute towards develop children's large physical skills.

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

The inspection was brought forward following concerns that were raised to Ofsted about the suitability of a member of staff. The inspection found that the manager follows suitable recruitment and vetting processes to ensure that staff are suitable to work with

children. The manager also uses an induction programme to help new staff to understand the organisation of the setting and the procedures regarding the care of the children. The inspection found that the manager has taken appropriate action when concerns are raised about the suitability of staff. However, the manager failed to notify Ofsted of the likely suitability of a member of staff. This is a breach of the requirements of the Early Years Foundation Stage. On this occasion, Ofsted does not intend to take further action. The inspection found that the manager does not carry out regular staff supervision to improve staff's personal effectiveness in their role or to assess their continued suitability. This is a breach of the requirement. However, she has started to conduct appraisals with staff to identify and support their ongoing professional development.

The manager and staff demonstrate a clear understanding of child protection issues and the procedures to follow if they have concerns about a child. The manager has now put in place an up-to-date safeguarding policy that includes the procedures should an allegation be made against a member of staff. The nursery has appropriate systems in place to promote the safety of the children. This is because staff carry out regular risk assessments, indoors and outdoors, which enable them to identify and quickly address potential hazards. The manager has now taken steps to update the security procedures. For example, she now monitors the arrival of children and their parents during busy periods in the morning, while another member of staff greet parents and children as they enter the group rooms. The manager also asks authorised visitors to record the time they arrive and sign their name on the visitors' book. She also provides authorised visitors with an identification badge so that all staff, children and parents are aware that there is a visitor on the premises. These measures help to promote the safety and security of children and the staff.

The manager holds regular team meetings and she uses these sessions to monitor and evaluate the educational programme for children in collaboration with the staff. Staff have a clear understanding of the learning and development requirements, consequently, children are making sound progress in their learning and development. All mandatory documentation for the management of the setting is generally well-implemented by the staff team. However, the daily record of the hours children attend is not accurately maintained. Therefore, the leadership team are not meeting with the welfare requirements.

The manager and staff have appropriately addressed the actions and recommendations set at the last inspection. They have improved children's security and update their safeguarding policy to reflect the procedures for allegations made against staff. The manager is in the process of updating the systems for self-evaluation. She seeks the views of staff and parents in order to identify strengths and weaknesses within the provision. The manager is aware of some of the areas to develop and is putting plans in place to make further improvements to the outdoor area for children's play and development. Staff have established good relationships with parents. The pre-school's key-person system enables parents to know who to go to for sharing information about their child. Staff encourage parents to become involved in their children's learning and development through the settling in arrangements and also when contributing to their child's ongoing assessments. Parents comment favourably about the care and education their children receive. They make comments about seeing the progress their children are making, the

regular feedback they receive from staff about their child's general well-being and their involvement in their child's learning. The manager is aware of the importance of developing links with other early years providers and teachers to support children's move to new schools.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- Keep a daily record of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- Keep a daily record of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY102894
<b>Local authority</b>	Enfield
<b>Inspection number</b>	964932
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	41
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Stella Neophytou
<b>Date of previous inspection</b>	16/04/2013
<b>Telephone number</b>	020 8360 6439

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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