

Wood Green Preschool

Partridge Way, LONDON, N22 8DW



Inspection date

10 March 2016

Previous inspection date

13 January 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The dedicated and inspirational management team works tirelessly to provide the highest quality of care for children and their families. The pursuit of excellence in all that they do helps to achieve the highest outcomes for all groups of children.
- The quality of teaching and staff's interaction with children are outstanding. Children experience exciting and varied activities that cover all areas of learning in depth. Children are challenged extremely well in their thinking and they thoroughly enjoy being at the pre-school. They are busy and engaged in the activities which are planned around their individual interests.
- There are many bilingual members of staff. They translate words and phrases into children's home language to help all children as they join and settle into a new routine. Children's level of well-being and interaction with others are monitored rigorously.
- Successful strategies have seen a sharp increase in parental engagement. Many parents take children's files home eager to include their own contributions. Parents have high praise for the staff and comment on the significant progress their children make.
- Children are very happy and secure in this homely and welcoming pre-school. Children's behaviour is excellent and they are kind to each other. Staff teach children to share and take turns as they play. Children enjoy choosing from fresh fruit at snack time. Staff sit with them and talk to them about the importance of healthy eating.
- Extensive programmes sharply focus on supporting children's communication and language development. Staff's skilful use of questions results in even the quietest children being proud to talk about and share their achievements.
- The managers demonstrate an excellent commitment to improve the outcomes for children. Their monitoring and self-evaluation demonstrates a progressive attitude to the development of their pre-school.

What the setting needs to do to improve further

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

- build on the already very strong partnerships with other professionals to give children and their families the best possible support for their ongoing care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the pre-school provider and deputy managers. She looked at the relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff to work in the pre-school.
- The inspector spoke to parents during the inspection and took account their views.
- The inspector looked at relevant documentation, such as policies and data analysed in relation to children's development.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. Staff implement robust procedures to keep children safe. Meticulous documentation is maintained to record health and safety information. Children are protected extremely well. The managers carry out regular staff supervisions and appraisals. These are extremely thorough and well documented. Regular observations help staff to improve their practice. Sharply focused professional development targets are identified for all staff. This has a positive impact on the high-quality teaching and the continuous improvement of children's learning experiences. Staff recognise the importance of maintaining continuous professional development. The progress of individual children and of groups is monitored carefully to identify and close gaps in learning rapidly. Staff have established good partnerships with other professionals. They share clear and useful information to provide continuity in children's care and learning. Managers are working hard to engage other providers where children attend in sharing information.

Quality of teaching, learning and assessment is outstanding

Staff gain an excellent understanding of each child's abilities through high-quality observation and assessment methods. Highly challenging activities promote children's next steps in learning. Staff fully immerse themselves in children's play. For instance, they lie down and crawl through tunnels to encourage children to compare different size and how to problem solve if they get stuck and need rescuing. There is excellent teamwork to support children's progress. Staff plan exciting activities that help children to identify sounds, letters and familiar words, including their names. Children collect items that begin with a given sound and older children are able to think of other words that begin with the same sound.

Personal development, behaviour and welfare are outstanding

Children demonstrate very good self-help skills: they dress themselves and competently use the wash station to clean their hands before snack. Children behave exceptionally well and listen intently to staff. The promotion of equality and diversity is at the heart of the pre-school's work. For example, staff lead activities to celebrate cultural traditions other than their own and children wholeheartedly respect and embrace the views of others. Children love to dig, climb and play on wheeled toys outside. They develop their physical skills extremely well through a wide range of resources and equipment.

Outcomes for children are outstanding

All groups of children make consistently high rates of progress from their starting points. Identified gaps in their learning are swiftly addressed and closed rapidly. Children demonstrate high levels of independence, language skills and motivation to learn. Children demonstrate extremely competent mathematical skills, with children as young as two years using numbers to count in sequence. Children are extremely well prepared for the next stage in their education.

Setting details

Unique reference number	140477
Local authority	Haringey
Inspection number	1024340
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	54
Name of provider	Wood Green Pre School Playgroup Committee
Date of previous inspection	13 January 2012
Telephone number	0208 888 4590

Wood Green Preschool was registered in 1996. The pre-school is open Monday to Friday for sessions from 9am to 3.30pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The pre-school employs six staff. All staff hold appropriate early years qualifications at level 3 or above.

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