

Wonderlands Pre-School

117 Hertford Road, Enfield, Middlesex, EN3 5JF



Inspection date	16 June 2016
Previous inspection date	12 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

This provision is good

- Partnerships with parents are well established. Staff communicate well with parents and build secure relationships with them. They work well together to help children settle. Staff regularly inform parents about their children's achievements and progress.
- The premises are warm, welcoming, safe and secure. Children, especially the young and those in need of additional support, form secure attachments with staff. Children are settled, happy and enjoy their time at the pre-school.
- Staff support children's learning well by listening attentively and planning activities from their observations of children's interests. For example, they encourage children to paint with large wheels as they learn about transport. Children make good progress.
- Overall, self-evaluation helps the manager and staff to make ongoing improvements that benefit children.

It is not yet outstanding because:

- The new processes for the supervision and induction of newer staff, and support for the manager, are not yet embedded. Changes in the management structure have left some staff unsure about their role and responsibilities.
- New staff do not consistently encourage older children's independence well, and they often do things for them that they are capable of doing themselves.

What the setting needs to do to improve further

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

- monitor new staff more closely to ensure that they support children's independence effectively
- build on current staff supervision and induction processes to ensure that all staff, including managers and those who are newly employed, are supported more effectively and professional development opportunities are always accurately identified and tailored precisely to their needs.

Inspection activities

- The inspector observed activities in the main hall and one smaller room.
- The inspector checked evidence of the suitability checks and qualifications of the staff, the self-evaluation form, the improvement plan, policies and procedures.
- The inspector spoke with the provider, manager, staff, parents and children at appropriate times throughout the day.
- The inspector looked at children's assessment records, staff records and planning documentation.
- The inspector took account of the views of parents spoken with on the day of the inspection.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to report any safeguarding concerns they may have about a child. The building is kept secure at all times; access is carefully monitored and regular risk assessments are effective. Performance management for staff, including the induction of new staff, and support for the manager, is inconsistent. Changes in the management structure have caused some confusion about staff's roles, and monitoring and support for new staff are not as effective as that for other staff members. Nonetheless, the established staff support children's learning, development and care needs effectively, and they assist their colleagues. Partnerships are well established. For example, the setting receives support from the local advisory teacher.

Quality of teaching, learning and assessment is good

Staff gather information from parents and use their ongoing observations to establish children's starting points in their learning. They offer a range of interesting learning experiences to meet the needs and interests of individual children. Children are motivated to learn and show consideration to each other. They thoroughly enjoy their learning, such as when they painted their bus, made from boxes, and used it in their imaginary play. Staff interact well with children as they teach them about shapes, sizes and colours. Children contribute well to storytelling and use language well to talk about favourite characters and events. Children learn to count objects, recognise and write numerals, and develop the ability to solve problems.

Personal development, behaviour and welfare are good

Staff teach children right from wrong and talk to them in a calm and respectful manner. They help children learn to share resources fairly and to play together to develop their social skills. Staff teach children the importance of healthy eating habits. Children enjoy plenty of fresh air and exercise in the outdoors. Staff undertake appropriate daily checks on the premises and resources and teach children to understand how to keep themselves safe, when playing inside and out.

Outcomes for children are good

All children make good progress and any gaps in their learning are rapidly closing. For example, children are confident to express their feelings. Older children recognise letters and write their names correctly. They are prepared for the next stage of learning and their move to school.

Setting details

Unique reference number	EY271411
Local authority	Enfield
Inspection number	1018056
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	40
Number of children on roll	39
Name of registered person	Barbara Ann Martin
Registered person unique reference number	RP511675
Date of previous inspection	12 June 2015
Telephone number	0208 805 5975

Wonderlands Pre-School Playgroup registered in 2004. It operates from a community hall in Enfield. The pre-school is open Monday to Friday from 8.30am until 11.30am, term time only. The provider receives funding for free early years education for children aged three and four years. The provider employs 10 staff to work directly with children. The majority of staff hold relevant qualifications.

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