

# Crafty Wizards World Pre-School

265 Eltham High Street, London, SE9 1TY



<b>Inspection date</b>	17 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children absolutely enjoy their time at the pre-school and form secure attachments with the staff. This helps them to feel emotionally secure and to settle in quickly.
- Staff are consistent in their routines and the management of children's behaviour. Their frequent praise and encouragement support children's confidence and self-esteem well.
- Staff make good use of what they know about children to provide experiences that are interesting and cover all areas of learning. The manager and staff monitor children's progress effectively to help identify any gaps in their learning and provide additional support if needed. This helps all children to make good progress in their development.
- Parents eagerly praise the staff and the provision, and they appreciate the friendly, welcoming atmosphere. They comment extremely positively on the individual care and attention that their children receive. Parents and staff share important information regularly, helping to promote continuity in children's care and learning successfully.
- The management team implements an effective self-evaluation system. It seeks the views of staff, parents and children and shows a commitment to achieving excellence.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's learning during child-initiated play. For example, staff do not use skilful questioning and perceptive listening skills to guide children's learning effectively.
- During outdoor play, children are not able to extend their large physical and coordination skills further through activities and resources of their interest.

## What the setting needs to do to improve further

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

- support staff to further develop their teaching skills, to enhance children's learning during activities they have chosen themselves
- extend opportunities for children to build on and challenge their larger motor and coordination skills even further during outdoor play.

### Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and owner.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled documentation, including children's learning and assessment records and planning.
- The inspector checked evidence of the suitability and qualifications of the staff and the self-evaluation and development plans.

### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All required documentation, policies and procedures are in place, and these help to support continuity in practice. Staff have a clear understanding of how to identify, monitor and report child protection concerns. The manager regularly reviews staff practice through observations, supervisions and appraisal meetings. This helps to ensure their ongoing suitability to work with children and to discuss their training needs. The manager uses her good knowledge of staff to implement support systems that meet their individual needs and help them to develop in their roles and responsibilities. For example, she provides pictorial prompts and information boards.

### Quality of teaching, learning and assessment is good

Staff know the children well and use their good knowledge to plan interesting learning experiences. Children enjoy group time, when staff teach them according to their individual needs, such as using actions and pictures to help support all children's learning. Children are excited to guess what is in a bag, using their hands to feel it. They eagerly join in to sing favourite songs. Children enjoy wearing hard hats in the pretend construction play area. They use measuring tapes to discover how tall they are. This helps them to develop an understanding of mathematics, using their own experiences during role play. Staff provide sensory play opportunities for children, which they thoroughly enjoy. For example, they use shaving foam with paint on to pretend to make soup, using little pots and a variety of kitchen tools to stir and scoop.

### Personal development, behaviour and welfare are good

Children are familiar with the pre-school routines and staff's expectations. For example, children who are new at the pre-school observe the older children during group time, when they follow staff's instructions and use actions to respond. Children freely explore the environment and have access to resources that extend their play in most areas of learning. This helps them to become independent learners. Staff support children with their self-care skills, such as wiping their nose and handwashing. Children learn about eating healthy snacks and have daily access to outdoor learning to support their healthy lifestyles. Staff use daily routines well to help children become responsible and independent. For example, children self-register and help to tidy up and prepare snacks.

### Outcomes for children are good

Children learn about early mathematical and writing skills. For example, they enjoy learning about positional language during group time when placing objects in different areas, following the instructions of staff. Children help each other when collecting these objects afterwards as some cannot remember where they are. Children develop great social skills. They work together and share ideas during play, and they know how to ask for help. All children develop good communication skills using a variety of ways, such as signing.

## Setting details

<b>Unique reference number</b>	EY489815
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1015290
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Crafty Wizards World Ltd
<b>Registered person unique reference number</b>	RP534642
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02088593725

Crafty Wizards World Pre-School registered in 2015. It operates from a high street building in Eltham, London. The pre-school is open each weekday from 7am to 6.30pm, all year round. The pre-school employs six members of staff, one of whom holds qualified teacher status and three hold qualifications in childcare at level 3. The pre-school receives early years pupil premium funding and free early education funding for two-, three- and four-year-olds.

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