

Little Wellingtons Pre-School

135 Wellington Road, London, EN1 2RS



Inspection date

12 December 2017

Previous inspection date

15 June 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not record sufficient detail about pre-existing injuries children arrive with. They do not ask enough questions to help them make a secure judgement about potential risks and whether information needs to be shared with other agencies.
- Staff do not take effective action to support children with challenging behaviour. As a result some children continue to behave inappropriately. This impacts on their ability to learn to share; take turns and develop positive relationships with peers.
- Staff do not implement enough strategies to enable children who have special educational needs and/or disabilities to fully develop their communication skills and make choices about their play independently.
- Not all parents feel informed about their children's next steps in their learning or how they can support their children's ongoing learning at home.

It has the following strengths

- Children arrive at nursery happy and quickly settle into activities of their choice. They have secure relationships with their key person, which helps to support their emotional well-being and their sense of belonging.
- Staff provide a welcoming environment for children. The majority of staff are bilingual and are able to speak to children in the many home languages that are represented in this diverse nursery. Children's cultural backgrounds are valued.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that detailed and accurate information is recorded in relation to accidents and injuries that have happened to children outside of the nursery setting and record your rationale for any action the setting may or may not take	12/01/2018
■ ensure effective strategies are developed for children who display challenging behaviour, this is to support them to form positive relationships; develop respect for others; and learn how to manage their feelings.	12/01/2018

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

- improve the systems that are in place to help children who have special educational needs and/or disabilities to further develop their communication and make choices about their play
- improve further parents and/or carers opportunities to be informed of their children's identified next steps and how they can support their children's learning at home.

Inspection activities

- The inspector observed children's play and staff's engagement with them throughout the nursery and outside in the garden.
- The inspector spoke with staff and children and held meetings with the manager and deputy manager.
- The inspector spoke with parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed new planning and assessment systems. She sampled documents that determine the suitability of staff and reviewed safeguarding policies and procedures including accident and incident logs.

Inspector

Siobhan O'Callaghan

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. However, the management of incident recording needs to improve. The provider has prioritised training to boost staff's confidence in the management of safeguarding matters. Staff are clear about how they would deal with whistle-blowing incidents and arising concerns. The provider has secure vetting and recruitment procedures to help determine the suitability of staff. Staff have attended training to help them implement a new on-line planning and assessment tool. Although these systems are new and evolving, both staff and most parents are positive about the changes. Positive partnerships are in place with the local authority who have been supporting the improvement of quality practices in the setting. The provider has an overview of the learning and development requirements. She is providing ongoing support to staff through coaching and supervision. The provider supports the monitoring of children's progress and liaises with other professionals where additional support is needed.

Quality of teaching, learning and assessment requires improvement

Most children have appropriate opportunities to make choices about their play, as they are able to communicate their wishes. Children identified as having special educational needs and/or disabilities however, have fewer opportunities, as there are limited strategies and resources available to assist them. Staff are using their observations to help plan next steps to support children's progress. They are working with parents to gather detail about children's interests. However, not all parents are aware of how to access information to support their children's learning at home. Staff plan a wide range of interesting activities for children to enjoy both inside and out in the garden. Staff are confident to talk about their key children's interests and their different stages of development. Younger children enjoy opportunities to engage in music and singing sessions which supports their creativity. Children enjoy challenges of mathematical concepts as staff teach counting and simple number problems during free play activities.

Personal development, behaviour and welfare require improvement

Staff are calm and patient with children and are quick to intervene when disputes arise. However, consistent and agreed strategies are not in place to support children's understanding long term. This means that behaviour is not effectively supported to improve. Children overall are developing positive independence skills as they are encouraged to put on their own coats when they go outside. They are able to help themselves to drinks and to wash their hands at appropriate times. They enjoy physical exercise and learn about the need to dress appropriately according to the weather.

Outcomes for children require improvement

Children make satisfactory progress in their learning overall. Most children are developing positive skills to support their move to school. They are able to listen and follow instructions. Staff make positive use of adverse weather as they teach children about the properties of ice and snow, children are curious to listen to the sounds of their footprints on the hardened snow. Younger children enjoy the feel and taste of this until they become too cold.

Setting details

Unique reference number	EY102894
Local authority	Enfield
Inspection number	1114005
Type of provision	Full-time 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	53
Number of children on roll	52
Name of registered person	Little Wellingtons Pre-School Limited
Registered person unique reference number	RP535225
Date of previous inspection	15 June 2017
Telephone number	020 8360 6439

Little Wellingtons Pre-School registered in 2001. It is open each weekday from 9am to 3.15pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged three and four. The nursery employs ten staff. Of these, eight hold relevant childcare qualifications at level 3 and above.

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