

Wishing Well Pre-School Nursery

Poplar Shaw, Upshire, Waltham Abbey, EN9 3NJ



Inspection date	12 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The managers and staff have a good understanding of how children learn. Staff are very friendly, warm and welcoming. Children come in eagerly and quickly engage in activities. Children make strong progress from their initial starting points.
- Staff keep parents well informed and involved in their children's learning. For example, they hold regular meetings for parents look at their children's learning journals and discuss their children's progress with staff.
- The manager effectively evaluates the provision, involving all staff and parents. She identifies areas for development and makes changes where needed.
- Staff know the children very well. They involve children in the planning of activities. Staff respect children's opinions and value their ideas, and support them to develop high self-esteem. Children behave very well and are kind to their friends.
- There are effective systems to record and monitor children's progress. The manager is aware of how all children are developing and puts interventions in place to narrow any gaps in learning promptly.

It is not yet outstanding because:

- On occasions, staff miss opportunities to ignite the curiosity and interest of those children who prefer to learn outside.
- At times, staff miss opportunities to enhance children's use and understanding of mathematical language when playing and learning.

What the setting needs to do to improve further

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

- make greater use of available opportunities to fully occupy and interest those children who prefer to learn outdoors
- strengthen children's mathematical awareness further by encouraging greater use of mathematical language in activities and everyday experiences.

Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors. She looked at available resources and carried out a joint observation with the deputy manager.
- The inspector held discussions with the manager and deputy manager about leadership and management, safeguarding and how they evaluate practice.
- The inspector held discussions with parents and took account of their views.
- The inspector looked at children's information, attendance and development records, and talked to staff and children at appropriate times.
- The inspector checked evidence of the suitability of the staff and reviewed staff qualifications.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their duty to safeguard children. They recognise the signs of abuse and understand the procedures they must follow to safeguard children's welfare. Staff are vigilant and supervise children closely. The manager closely monitors and supervises the practice of staff. Staff regularly attend training courses to keep up to date with current practice and they successfully use new ideas in the pre-school. For example, staff attended a course on the benefits of increasing natural resources in everyday play. This has led to those children who do not normally engage in creative exploration joining in and benefiting from being more curious and fully investigating various textures. The manager has strong links with local schools and outside agencies. For example, she visits the children's new school with children and shares learning journals with school teachers. The pre-school works well with other professionals, for example, speech and language therapists visit the setting to support children with their language development.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand how children learn. They organise the environment with great care and attention. Staff create cosy and interesting spaces for children and babies to explore and use their imaginations. They play alongside children and encourage them to talk about what they are doing. Staff use good expression and puppets when reading stories and help to capture and focus children's listening skills. Children demonstrate their memory abilities and predict what happens next in stories. Staff complete observations and assessments of children's learning. This helps them to identify what children need to learn next.

Personal development, behaviour and welfare are good

Children and parents are greeted warmly by the friendly and welcoming staff. Children arrive with excitement, energy and enthusiasm and settle in quickly. Staff promote children to engage in healthy lifestyles. Children enjoy playing in the nursery garden and taking part in music and movement sessions. They are reminded of the importance of washing their hands at appropriate times, such as before meals and after using the toilet. Children are learning to celebrate differences in people from their own community and the wider world. They enjoy regular trips out to the shops and parks in the local areas.

Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress in their development. Children talk confidently with each other and share their thoughts and feelings. They eagerly join in with familiar songs and rhymes. Babies have plenty of opportunities to explore and lead their own play. Staff encourage children to become inquisitive learners. Children enjoy making marks inside and outside, such as stamping large dinosaurs in rice cereal, leaves and mud. Children develop a wide range of skills and knowledge that will prepare them well for when they start school.

Setting details

Unique reference number	EY491123
Local authority	Essex
Inspection number	1034561
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 3
Total number of places	37
Number of children on roll	58
Name of registered person	Lynn Patricia Russell-Hubbard
Registered person unique reference number	RP905407
Date of previous inspection	Not applicable
Telephone number	01992767503

Wishing Well Pre-School Nursery registered in 2015. It is located in Waltham Abbey, in Hertfordshire. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or 3, including one with early years professional status. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery receives funding for the provision of free early education for children aged two-, three- and four-years-old.

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