

Redwood Preschool

The Bell Centre, London, E11 4LD



Inspection date	22 March 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

- Children are happy, settled and have good relationships with their key person and each other. This helps to promote good levels of emotional well-being and confidence.
- Staff have good working relationship with other professionals, such as special educational needs coordinators and health specialists. They share information about children's development and needs. This helps to provide children with effective support and realistic, achievable next steps in their learning.
- The provider is keen for staff to develop their skills and knowledge. She encourages them to attend courses to help them improve their practice, gain further qualifications and ensure positive outcomes for children.
- Staff work well in partnership with parents. For example, they keep parents well informed about their child's progress through verbal and written feedback. Parents say they are happy with the care and education their children receive.

It is not yet outstanding because:

- Staff do not make the best use of opportunities to extend children's critical-thinking and problem-solving skills fully.
- Staff occasionally miss opportunities for children to compare quantities, shapes and sizes, use positional language and make simple calculations during every day play routines.

What the setting needs to do to improve further

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

- enhance teaching skills further to promote children's critical-thinking and problem-solving skills more
- extend opportunities for children to compare quantities, shapes and sizes, use positional language and make simple calculations during every day play and routines.

Inspection activities

- The inspector observed children and staff playing and interacting indoors and outdoors.
- The inspector sampled documentation, including records of suitability checks, policies and procedures, and planning and assessment records
- The inspector spoke to staff, parents, children and the provider throughout the inspection.
- The inspector completed a joint observation with the provider.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider knows when to contact relevant agencies and to notify Ofsted if there is an allegation of abuse against a member of staff. Staff are clear about their responsibilities. They have a good understanding of what to do if they have a concern about a child's welfare and safety, and they regularly refresh their knowledge of safeguarding procedures. The provider identifies strengths and areas to improve the provision well. For instance, recent training has seen improvements in the way in which staff promote children's communication and language skills. Staff keep the premises safe. For example, they carry out thorough risk assessments, including when using the outdoor area, to identify hazards and remove them.

Quality of teaching, learning and assessment is good

Staff observe and assess the children in their play. This enables them to monitor their progress to meet their needs effectively. Staff identify where a child may not be making typical progress and provide good support to help them catch up. Children enthusiastically develop their creativity. For example, they pretend to cook, dress up, paint and play with cars. Children have regular opportunities to practise their early writing skills. They learn to recognise their name, and begin to form letters of the alphabet. Children have good opportunities to develop their sensory skills. They enjoy investigating a range of materials and textures.

Personal development, behaviour and welfare are good

Staff act as positive role models. They reinforce good manners and encourage children to share, take turns and listen to each other. Mealtimes are well organised. Staff provide children with healthy meals and snacks. They learn how to be independent and manage their own personal needs well. For example, children follow good hygiene procedures, including washing their hands before eating food. Staff support children's physical development well. They play outdoors every day and enjoy being physically active. For instance, they have opportunities to practise their physical skills on the climbing apparatus, riding on bikes and negotiating the space as they play ball games.

Outcomes for children are good

Children make good progress in relation to their starting points. Children enjoy group activities with staff. For example, they take turns to select songs at singing time and join in with the relevant hand actions. Children, including those who are learning to speak English as an additional language, develop good communication, language and early literacy skills. Children are confident, independent and lead their own play. For example, children help themselves to additional resources, such as toy sea animals, when playing with the water. Children learn to concentrate, such as when they listen to stories. Children develop the necessary skills in preparation for when they move on to school.

Setting details

Unique reference number	EY495048
Local authority	Waltham Forest
Inspection number	1030642
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	60
Number of children on roll	79
Name of registered person	Redwood Preschool
Registered person unique reference number	RP535000
Date of previous inspection	Not applicable
Telephone number	020 8539 8559

Redwood PreSchool registered in 2015. The pre-school is open Monday to Friday, during term time from 8am to 6pm. The holiday playscheme opens for the same hours and operates during most school holidays, except the Christmas holiday period. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old. The pre-school employs 24 members of staff. Of these twenty hold appropriate early years qualifications from level 2 and the manager has qualified teacher status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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