

Toddlers at the Bridge

Enfield Rangers Football Club, Palmers Lane, Enfield, Middlesex, EN1 4LJ



Inspection date	26 January 2018
Previous inspection date	20 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provider monitors children's progress effectively to identify any gaps in their learning. She works well with external agencies to gain extra support and guidance to help children develop. All children make good progress from their starting points.
- Partnerships with parents are good and staff have a strong commitment to working cooperatively with them. Staff share important information about each child's progress and invite parents to share what they know.
- The provider checks the quality of the provision and drives improvement. For example, staff complete regular training to improve teaching and their qualifications. The impact of this means there is increased support for children who have any additional needs.
- Children have good relationships with staff, who are good role models to them. Children are happy, secure, confident and independent.
- Staff provide a varied, stimulating learning environment. Children are eager to learn and enjoy selecting their own resources and activities.

It is not yet outstanding because:

- Staff miss some opportunities to extend children's understanding of problem solving, reasoning and numeracy, to build as much as they can on children's good mathematical learning.
- At times, staff do not make the best of opportunities to extend children's literacy skills as far as possible, so children make rapid progress.

What the setting needs to do to improve further

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

- support children to build further on their good mathematical skills, so that they make more rapid progress and excellent outcomes are achieved for all
- extend opportunities for children to develop their good literacy skills further, to help them gain even stronger skills for school and later life.

Inspection activities

- The first inspector and manager completed a joint observation.
- The first inspector sought the views of parents and children and took these views into account.
- Both inspectors observed the interaction between staff and children.
- Both inspectors examined relevant documentation, including children's records. The first inspector looked at staff records and evidence of the suitability of staff.
- Both inspectors talked to staff and held discussions with the manager.

Inspector

Havva Pavli and Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a comprehensive understanding of the appropriate action to take if they have a concern about a child's welfare. Leaders and staff know how to keep children safe. For example, they remove objects from children that could pose a risk and they constantly assess the environment for potential hazards. The manager implements appropriate recruitment, induction and vetting procedures. She checks the ongoing suitability of staff regularly. She undertakes supervision meetings with staff to help them to identify and meet the individual needs of the children. She also discusses staffs' professional development and plans for further training. Staff work with local children's centres, and attend forums with other professionals, to support children's learning and development.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments of children's progress. They use this information to plan for children's next steps in learning. Staff support children's understanding of the world. For instance, they encourage children to explore different bugs and insects and teach them that they can be found in soil. Staff encourage children's personal, social and emotional skills well. For example, they make sure children enjoy taking part in role-play activities, such as pretending to be a police officer or baker. Children explore what happens when they mix different colours of paint on their pictures.

Personal development, behaviour and welfare are good

Children settle quickly as they arrive and are confident in their interactions with their friends and staff. Staff teach children appropriate personal hygiene routines, such as washing their hands before eating. Children learn the importance of eating a healthy, balanced diet and enjoy the healthy snacks they are offered. Children spend time outside each day, benefiting from fresh air and exercise. Children learn about the faiths, customs and traditions of people beyond their own immediate communities. The varied resources and books available further support children's understanding of diversity.

Outcomes for children are good

Children are well prepared for their next stage in learning, including school. Younger children are beginning to be independent in self-care, with support from staff. Children play alongside others and form secure friendships. Older children initiate conversations and take account of what others say. Children listen to stories and anticipate key events and phrases. Children match together parts of objects that fit together, such as the toy farm. Children explore soil and natural resources enthusiastically.

Setting details

Unique reference number	EY401993
Local authority	Enfield
Inspection number	1068972
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	64
Name of registered person	Toddlers Partnership
Registered person unique reference number	RP905863
Date of previous inspection	20 January 2014
Telephone number	07956601592

Toddlers at the Bridge Pre-school is open every weekday from 9.15am until 4pm during term time. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are 10 members of staff employed to work with the children, most of whom are suitably qualified.

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