

Growing Geniuses Pre School



Bush Hill Park Junior & Infant School, Main Avenue, ENFIELD, Middlesex
EN1 1DS

Inspection date	3 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- Staff are very sensitive in the way that they work with young children and children with special educational needs and/or disabilities (SEND). They use their voice, their body language, visual aids and small-group activities to support the needs of individual children. Managers have developed a very effective settling-in procedure, which includes staff visiting children in their home before they start at the pre-school. As a result, strong positive attachments between children and the key person have been formed and children are emotionally secure.
- All staff have a good understanding of children's needs. They know children's next steps and are able to adapt their planned activities according to the ability of each child in the pre-school.
- Children enjoy selecting from a large range of resources in a well-organised environment. The quality of teaching is consistently good, staff challenge children, offering them an interesting and varied curriculum, which captures their interests. Staff plan an exciting learning programme which includes weekly visits to the local park, shops and library.
- Children help with the day-to-day tasks in the pre-school. For example, children wipe the table ready for snack, they wash and cut the fruit and pour their own milk. However, sometimes staff miss opportunities to promote the independence of the youngest children and teach them the importance of hygiene routines.
- Managers give staff lots of support through modelling, coaching and mentoring. This is helping to improve their practice.
- Managers do not make the most of opportunities to share information about children's learning with parents.

What the setting needs to do to improve further

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

- develop children's independence skills further and support the youngest children to independently follow good hygiene procedures
- enhance parent partnerships and provide opportunities for parents to contribute to the assessment process and for them to know more about their children's progress.

Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke to the manager, the deputy manager, staff and children at appropriate times throughout the day.
- The inspector observed an activity with the manager and discussed children's learning and development.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that this had on children's learning.
- The inspector spoke to parents on the day of inspection and took account of their views.
- The inspector looked at a range of relevant documentation, such as children's records, policies and procedures and evidence of the suitability of staff to work with children.

Inspector
Keiley Pedro

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of how to identify the possible signs and symptoms of abuse and neglect and the action to take if they are concerned about a child in their care. Managers place a strong emphasis on children's well-being, they are part of the local authority's healthy eating scheme and have become a sugar-free environment. They run a breakfast club for children to enjoy a healthy breakfast, have developed a healthy packed lunch policy and support families with providing healthy recipe ideas for snacks and meals. Self-evaluation successfully identifies the pre-school's strengths and areas for development. Managers strategically put action plans into place to develop the identified areas for development.

Quality of teaching, learning and assessment is good

Staff regularly assess children's development and they use this assessment and children's interests to plan for their next steps. Staff accurately identify children with SEND and work closely with parents to provide the necessary support for children. Managers use this information to provide staff with the training needed to equip them to work effectively with children with SEND. Staff promote children's early literacy skills well. For example, they provide various mark-making tools, including decorators' paint brushes and buckets of water and sand in the garden and ribbons on sticks in the air. Children enjoy storybooks and at story time, for example, children join in with parts of the story that they know and interact well. Children are well prepared for the next stage in their learning. They count beyond 20 and find the total number of items in two groups by counting all of them. They name shapes, take part in early phonics activities and are encouraged to make marks on chalkboards and on various types, shapes and sizes of paper.

Personal development, behaviour and welfare are good

Children's behaviour is good, they know what is expected of them and staff consistently remind them of the rules. These are displayed with pictures and words at eye level in the carpet area. For example, a child ran across the room and was reminded to use his 'walking feet'. He was then asked to show his walking feet and was praised for doing so. Children are taught the language of feelings and how to manage their feelings and behaviour. Children develop the skills required for the next stage in their learning and their eventual move to school.

Outcomes for children are good

All children make good progress, including those with SEND and those learning to speak English as an additional language. Children with SEND are supported by staff and their friends. Staff skilfully plan and adapt routines to include all children. Where possible, children who are learning English as an additional language are supported by a key person who speaks their home language. When this is not possible staff work with parents to create a bank of keywords in the child's home language to support children while in the pre-school.

Setting details

Unique reference number	EY541576
Local authority	Enfield
Inspection number	10089654
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	50
Name of registered person	Growing Geniuses Pre-School Ltd
Registered person unique reference number	RP541575
Date of previous inspection	Not applicable
Telephone number	02070181830 07496052174

Growing Geniuses Pre School registered in 2016. It operates from Bush Hill Park Juniors and Infants School Annex in Bush Hill Park in the London Borough of Enfield. The setting operates Monday to Friday from 8.30am to 3.30pm during term time. All staff hold appropriate qualifications in early years and childcare.

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