

Inspection of Wood Green Preschool

Partridge Way, LONDON N22 8DW

Inspection date: 18 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in the nursery. They move freely between outdoors and inside and choose how they want to play. Children are keen to learn and they concentrate well with activities that interest them. They enjoy exploring outdoors as they experiment and use their imaginations. Children are focused as they share the planting resources. They are excited to talk together about the worm they have found as they watch it moving around in the mud. Children play together well and friendships are flourishing.

Children look forward to daily opportunities to join in with songs and story time. Staff provide a good selection of reading material and children enjoy choosing books, which they often look at independently. Children's confidence grows, and they eagerly copy new words. They listen and show their understanding as they follow the staff's instructions. Children sit and concentrate well for regular small-group sessions. During this time, staff introduce new words linked to activities. This helps to support children's communication and language skills. Children confidently sing and show great pride as they follow the instructions, clapping and smiling when they have finished.

The manager and staff have high expectations for all children. Staff provide children with lots of praise and encouragement. Children respond well to the kind and caring staff. They understand simple rules as they learn how to share, be kind and play cooperatively with one another. Children anticipate what they will be doing next, which shows that they are familiar and secure with the routines.

What does the early years setting do well and what does it need to do better?

- Children's backgrounds and cultures are valued and those who speak English as an additional language are well supported. The curriculum for promoting children's language skills is consistently implemented by staff. Staff model single words and encourage children to repeat them so they retain and develop their language skills.
- Staff are positive role models for children. They treat each other and the children with respect. Staff give children encouragement and praise for their achievements. They talk about things that are special to children. This helps to promote children's confidence and sense of self-worth.
- The manager has a clear vision for what children need to learn. Most aspects of the curriculum are promoted well, and staff make sure that children have the knowledge and skills they need before moving on to new learning. Staff make regular observations and assessments of children's learning to ensure they make good progress. However, they do not always ensure planning for children's next steps in learning is sharply focused, to help them achieve at the highest level.

- Children enjoy being physically active, and delight in climbing, jumping and running in a circuit with staff outside. They use chalks and paint to make marks on the boards. Children are totally engrossed in construction when building a boat with figures and shapes. They talk about the boat they have made and the shapes they have used. Staff value children's work, and children are proud of their achievements. Staff carefully place children's creations on display.
- The deputy manager with responsibility as special educational needs coordinator communicates well with the manager to follow up with targeted support for children without delay. Staff aim to provide one-to-one support for children and know them well. Staff mostly ensure that activities are adapted to enable all children to take part fully. However, at times during outdoor play, some quieter children are on the outskirts of the play with little interaction.
- Mealtimes are social occasions. Staff talk to children about their packed lunches and the foods they eat, and help them to learn about making healthy choices. Children enjoy developing their independence skills. Staff teach them how to wash their hands carefully at intervals throughout the session.
- Parents say that they really appreciate the flexibility of the manager and staff. They say that they can speak to all staff about their children and that their children are very happy to attend. However, not all parents are fully aware of some key aspects. This includes sharing of information at the point of settling in and for ongoing information sharing with their child's key person. Parents comment that they are looking forward to being invited back inside the nursery to be able to observe their children in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have secure knowledge of the nursery's procedures for safeguarding children. Safeguarding and paediatric first-aid training are given priority. Staff know the signs that may indicate a child is at risk of harm. They are clear about their responsibility to act promptly to report any concerns about children's well-being to the appropriate agencies. The manager is experienced in working alongside other professionals. She is fully aware of the local support services and how to signpost families to these to ensure they get the help they need where required. Risk assessment is effective. Swift action is taken when hazards are identified, to keep children safe.

What does the setting need to do to improve?

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

- build on the interactions staff have with children during large-group activities, particularly during outdoor play
- refine the planning of children's learning to help incorporate their next steps for

learning more consistently into their play

- continue to improve the existing good systems for communication, to further enhance effective information sharing with all parents.

Setting details

Unique reference number	140477
Local authority	Haringey
Inspection number	10225340
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	22
Number of children on roll	30
Name of registered person	Wood Green Pre School Playgroup Committee
Registered person unique reference number	RP904598
Telephone number	0208 888 4590
Date of previous inspection	10 March 2016

Information about this early years setting

Wood Green Preschool registered in 1996. It is open Monday to Friday for sessions from 9am to 3.30pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It employs six members of staff, all of whom hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector
Catherine Greene

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in the evaluation of the setting.
- The manager, deputy managers and the inspector discussed how the provision for children's learning is organised. The inspector observed interactions between staff and children indoors and outside.
- The manager and the inspector completed a joint observation in the outdoor areas and evaluated the quality of support and teaching and the impact this has on children's learning.
- The inspector spoke to parents and considered their views. The inspector spoke with children at appropriate times during the inspection.
- The inspector reviewed evidence of qualifications and suitability of staff working at the setting.

We carried out this inspection 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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