

Inspection of Wonder Years Preschool, Afterschool And Holiday Club

17 Turley Close, London, Essex E15 3JD

Inspection date:

20 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, safe and enjoy their time at pre-school. Staff are caring and build strong bonds with the children. Children develop their confidence. They are keen to approach the inspector to share their experiences and what they know. For example, a small group of children wanted to share their knowledge of shapes and numbers.

Staff support children's language and communication well, including children who speak English as an additional language. Children listen to stories, sing songs and staff model the correct spoken language.

The manager is clear about what she wants children to learn, such as independence and early literacy skills. Staff model how to write. For example, they help children learn the letters of the current calendar month. Children strengthen their small-hand muscles as they manipulate the dough for the pizzas which they make for their lunch. This contributes to their later writing skills.

At times, children's individual learning and development needs are not considered sufficiently well by all staff. Children choose activities that interest them. However, not all staff understand how to extend and challenge children's learning. Despite this, overall, children have some opportunities to practise the skills which they need for future learning.

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

- The knowledgeable and passionate manager is keen to improve the quality of the setting. She has established that she does not have regular monitoring systems in place to help evaluate the quality of practice in the pre-school. As a result, weaknesses in staff's practice have not been recognised and action has not been taken to maintain good levels of education for children. Furthermore, there is not a named deputy, as required, for staff to go to for help or support in the absence of the manager.
- The manager and staff get to know children's interests and needs well, including those with special educational needs and/or disabilities. However, while the provision for personal, social and emotional development is good, the curriculum does not focus consistently on what children need to learn next. Learning is not precisely tailored to individual children and their abilities, which results in less-able children becoming confused during adult-led activities.
- Staff use effective strategies to manage children's behaviour. They talk to children at their level and provide gentle reminders. Staff are good role models. They reinforce positive behaviours that they want children to learn, and talk about feelings and being kind. As a result, children use good manners, listen to

adults, and behave appropriately.

- Children have suitable opportunities to be physically active to support their health and well-being. Children learn to confidently climb, balance, and move in different ways, developing good physical skills. Children eat healthy, nutritious meals and learn about healthy lifestyles.
- Staff encourage children to attend to their care needs. For instance, children use the toilet and wash their hands independently. They make choices about their play and are confident to ask for what they want and need. For example, children request more food at mealtimes.
- Partnerships with parents require improvement. Overall, parents are complimentary about the manager and her staff. They share that their children are happy to attend but they are not clear about the progress their children are making. This means that parents are not always alert to any emerging gaps in their children's development, which prevents children from making the best possible progress they can.
- Staff have regular supervision meetings with the manager. Staff report that they feel supported by the manager but comment that they would benefit from further training on the curriculum and how to challenge and extend children's learning.
- Children progress well in their personal development. They are confident, motivated learners, and are keen to have a go and join in. Staff support children's self-esteem well. They praise children's achievements and encourage them well. Children are proud of what they can do and are keen to show others.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children. They have a good knowledge of the possible signs and symptoms of abuse, including exposure to extreme views, domestic violence or female genital mutilation. Staff know the procedures to follow should they have concerns about a child, or if an allegation is made against a member of staff. This helps to promote children's safety and well-being. The manager follows safer recruitment procedures to ensure the suitability of staff, and takes steps to ensure these are always up to date. Staff conduct regular risk assessments to help reduce hazards and keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement regular monitoring systems to swiftly recognise emerging weaknesses in staff's practice, and provide staff with professional opportunities that help them to raise the quality of education to consistently good levels	24/06/2022
ensure that there is a named deputy, and that staff and parents are aware of who this is	24/06/2022
improve partnerships with parents, so that they are up to date with their children's progress and development, and know how to support their children's learning at home.	24/06/2022

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

- implement regular monitoring systems to swiftly recognise emerging weaknesses in staffs practice and take action to improve the quality of teaching and learning
- implement a well-planned curriculum that supports all children to practise and develop skills and knowledge needed for their future learning.

Setting details

Unique reference number	EY560085
Local authority	Newham
Inspection number	10190421
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 11
Total number of places	14
Number of children on roll	25
Name of registered person	Wonder Years Family Limited
Registered person unique reference number	RP560084
Telephone number	07976528934
Date of previous inspection	Not applicable

Information about this early years setting

Wonder Years Preschool, Afterschool And Holiday Club registered in 2018 and is a pre-school, after-school club and out-of-school provision in Stratford, London. The pre-school is open during term time from 8.30am until 2.30pm, Monday to Friday for children aged from three to five years. After-school provision runs during term time from 3pm to 6pm, Monday to Friday, for children from school reception age onwards. The holiday club operates during the school holidays from 8am to 6pm, Monday to Friday, for children aged three to eleven years. The pre-school provides early funded education for children aged three and four years. There are three staff. Of these, one is qualified and holds early years teacher status.

Information about this inspection

Inspector

Joanna Wilkinson

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to the children about their time at the setting.
- The manager and the inspector carried out a joint observation of an activity together.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The views of parents were obtained by the inspector, through discussions and written testimonials.
- The inspector looked at relevant documentation, such as the setting's safeguarding policy, risk assessments and evidence of staff suitability.

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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