

Inspection of The Village Pre-School E17

Walthamstow Cricket Club, 48a Greenway Avenue, London, Essex E17 3QN

Inspection date: 29 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy as staff warmly welcome them into the setting. They develop good relationships, which makes them feel safe and secure. Parents speak highly of the nursery and the communication from leaders about their children's progress. The curriculum is ambitious. Staff focus on developing children's language and communication. For example, they consistently introduce new words, along with explanations, to expand children's vocabulary. Children who speak English as an additional language are well supported by staff, who learn phrases in children's home languages.

Children enjoy the outdoor area. They experiment with herbs and scented water. Staff support children's language by asking questions about the texture and scent, and introducing describing words. Children have regular access to the forest school. They know the rules for using the area, such as replacing log piles after looking for insects. Children learn about risks associated with each season, for example leaves are more slippery in autumn.

Staff have high expectations for children's behaviour. Children sit in the 'calm teepee' tent to talk about their feelings. Staff use relevant books to help them to understand their frustrations. Children with special educational needs and/or disabilities are extremely well supported and make good progress. The special educational needs coordinator makes excellent use of available support and funding. They work with key persons, parents and external agencies to ensure the best outcomes for children.

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

- Leaders and managers have a clear vision. Their desire for all children to achieve inspires staff. This results in a well-planned curriculum that provides enriching experiences for all children. There are regular opportunities for staff to update their knowledge through training. Leaders and managers spend time observing staff to see how they can support them further.
- Partnership with parents is strong. Parents report that their children are happy. Key persons support children to settle when they arrive. Staff have built good relationships with parents, resulting in a good link between home and nursery. They regularly share information about children's development to keep parents informed. Staff share their current goals for children to help parents to continue their children's learning at home. Leaders know the families well. They work with projects in the community that provide families with additional support.
- Staff actively encourage children's independence. They provide experiences that involve risk-taking. For example, children balance on the branch swing in forest school. Staff talk to children about making a tower level so it does not topple

over on them. Children work together to create a slide as part of an obstacle course. Staff remind them to be careful as the slide moves. Children use scissors under supervision. They talk about being careful of their fingers when cutting wool.

- Children develop good hygiene practice. They instinctively wash their hands before their snack. Staff support younger children to wipe their noses. Children choose their snack. Staff make sure that children's portions are balanced. They comment on food being 'healthy' and 'good' for children. However, they do not expand on this to develop children's knowledge of what healthy lifestyles are. Children enjoy the outdoor space. Staff make good use of the area. Children use the courts to play tennis and enjoy investigating the forest school.
- Children are exposed to a language-rich environment. They use the vocabulary which they learn across the curriculum. Staff introduce discussion through activities. For example, when children thread beads, staff talk about length and amount. Children roll dice to depict how many beads and what colour to thread. They do this successfully and staff praise their achievements. Children join in with songs at group circle time and listen to stories. Staff talk about the moral of the story and encourage children to discuss their feelings.
- The curriculum is well planned by leaders, who make sure that resources meet children's needs and that staff assess children's understanding. However, not all staff are clear on the intentions for children's learning during some activities. This results in some children not being consistently challenged in their learning at times.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They know the necessary actions to take should they have a concern about a child's welfare. Staff have weekly meetings which involve safeguarding questions, to keep staff's knowledge current, as well as refresher training yearly. The provider keeps a record of suitability checks for all staff who work on the premises.

What does the setting need to do to improve?

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

- develop children's understanding regarding the benefits of a healthy lifestyle
- support all staff to have a clear understanding of the curriculum intent so that their teaching is consistently focused on what they want children to learn.

Setting details

Unique reference number	EY561365
Local authority	London Borough of Waltham Forest
Inspection number	10190986
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	33
Number of children on roll	33
Name of registered person	The Village Pre-School E17 CIO
Registered person unique reference number	RP561364
Telephone number	020 3643 3839
Date of previous inspection	Not applicable

Information about this early years setting

The Village Pre-School E17 registered in 2018 and is located in the London Borough of Waltham Forest. It opens during term time from 8.30am to 3pm, Monday to Friday. The nursery employs 16 members of staff, of whom nine hold appropriate early years qualifications ranging from level 2 to qualified teacher status. The nursery is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Karen Wells

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 leaders and manager and has taken that into account in her evaluation of the provider.
- A learning walk of the play areas was conducted by the inspector and the manager.
- The inspector spoke with parents and sought their views on the provision. These were taken into account.
- The inspector spoke with staff to determine their understanding of safeguarding and their knowledge of the curriculum.
- The inspector and the manager completed a joint observation of an activity and discussed children's learning.
- The inspector observed the quality of education and the impact on children's learning.
- The inspector viewed documents, such as paediatric first-aid certificates and evidence of staff's 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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