

# Inspection of Crafty Wizards Pre-School, Avery Hill Park

190 Bexley Road, London SE9 2PH

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Inspection date: 14 January 2020

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at pre-school in good spirits and are greeted warmly by staff. Every area of the space where children play is planned based on their interests. Staff make excellent use of opportunities to extend and challenge children's learning. For example, staff quickly adapt an activity to facilitate a musical shaker making session initiated by children. The pre-school is a small, intimate setting where staff and children know each other well. Staff take time to speak to parents as children arrive, and parents say they have recommended the pre-school to others. Parents of children who need additional support speak highly of the work staff do to help children make good progress in their learning and social skills. Staff tailor activities to provide challenge for every child. The manager and her team have high expectations of themselves and the children they work with. Staff have access to high-quality training opportunities. Children are kind and affectionate with one another. They play together well and listen to each other's ideas. Children demonstrate that they are happy and feel safe. They form close attachments with staff. For instance, children go to staff when they are upset or need a cuddle. Children confidently engage with visitors. They proudly show off the pre-school and their work. Children are happy, learn a lot and have fun at pre-school.

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

- Staff promote communication and literacy well throughout the pre-school. For example, they provide plenty of opportunities for children to sing songs and join in with rhymes. Children with special educational needs and/or disabilities are well supported. Staff use a range of non-verbal communication techniques with all children. This creates an inclusive learning environment.
- Parents comment on the support staff give them to promote children's learning at home. They say they know what is happening at pre-school because staff share information with them about their child's progress. Additionally, staff provide information to parents about activity ideas to try at home. This helps parents take an active role in their children's learning journey.
- The manager and her team use effective systems to assess children's progress. A highly effective key-person system allows staff to plan activities based on children's individual interests and next steps. Staff sit with their key groups to find out what children already know before planning activities. For example, on the topic of 'weather', staff already know what vocabulary children have and some of their related experiences. This helps them plan to extend children's knowledge. The manager and staff provide children with a well-planned curriculum overall.
- Children are well prepared for future learning and school. They learn to put on their coats, wash their hands, and use the toilet independently. A range of activities support children's literacy and numeracy. Older children can write their

names and read some short words. Children are confident to ask questions and ask for help.

- Partnerships between the pre-school staff and parents to support children with additional needs are strong. The manager makes referrals to external agencies to ensure swift intervention is made when required. The pre-school works closely with two adjacent local authorities and a range of agencies. The manager and her team have a good knowledge of their community and the network of early years support in the area.
- A diverse group of children attend the pre-school. The settling-in process is comprehensive. Key persons find out about children's home life and family. At pre-school, children learn about other cultures and their celebrations as well as communities and families through books and activities. This helps them to understand differences and similarities. Children settle well into the pre-school. They show respect and kindness to their peers and the adults who care for them.
- The setting has links with a nearby university. This gives staff access to further professional development opportunities. Staff play an active role in supporting students on placement from the university. However, at times, knowledge is not fully embedded across the staff team. The leadership team has implemented a new system to refresh knowledge, which will take time to embed.

## **Safeguarding**

The arrangements for safeguarding are effective.

A robust recruitment system ensures all staff are suitable to work with children. The manager and staff access a wide range of training opportunities, including safeguarding. The manager tests staff's knowledge during staff meetings. Staff play an active role in reviewing the setting's policies and procedures. The manager and staff know what action to take if they have concerns about a child's welfare. All staff hold a valid paediatric first-aid qualification. Staff conduct regular assessments of the learning environment to make sure it is clean and safe for children to play. Children are well supervised at pre-school and they are mindful of others as they move around the space.

## **What does the setting need to do to improve?**

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

- support staff to confidently and consistently implement knowledge gained through the professional development programme to raise the overall quality of practice to an even higher level.

## Setting details

<b>Unique reference number</b>	EY544680
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10129960
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Crafty Wizards Limited
<b>Registered person unique reference number</b>	RP530756
<b>Telephone number</b>	020 8331 6041
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Crafty Wizards Pre-School, Avery Hill Park registered in 2017. It opens Monday to Friday from 8am until 4.30pm, during term time only. The pre-school employs five members of childcare staff. Of these, three hold early years qualifications at level 3, including the manager, and one holds level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trina Lynskey

## Inspection activities

- The provider, the manager and the inspector carried out a learning walk to help the inspector understand how the environment supports the curriculum.
- The inspector observed interactions between staff and children during activities and assessed the impact this has on children's learning.
- The provider and the inspector completed a joint observation.
- The inspector held meetings with the leadership team, reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with children and observed them at play throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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