

Inspection of Wonder Years Preschool, Afterschool And Holiday Club

17 Turley Close, London, Essex E15 3JD

Inspection date: 28 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to play. They are secure and settled, and have strong relationships with each other and staff. Children predict sequences because they know the setting's routines. They know when they arrive they are offered a nutritious breakfast. They sit around the table with their friends and make choices about what they want to eat. Children enjoy listening to stories and can remember what happens. They are familiar with the story of 'Three Little Pigs' and they create their own pictures of the houses the pigs build. They learn that the moral of the story is that hard work pays off. Children develop their vocabulary and understand instructions as they are told to put their shoes on to play outside. Children who speak English as an additional language quickly learn to speak it well.

Children develop responsibility and a sense of belonging. For example, they are given small tasks to do, such as clearing their plates and cutting up their own fruit at snack time. Children build on their physical development well as they play 'What's the time, Mr Wolf' in the garden. They change pace while moving across the outdoor space, as they are chased by staff who are playing the 'wolf'.

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

- Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and external professionals to develop effective strategies to help children make good progress.
- Leaders use additional funding well to support all children who attend the setting. Children enjoy interactive dance and music sessions, extra hours at the setting and visits to play spaces, which help inspire their curiosity and imagination.
- Staff provide a well-resourced learning space for children at the setting. They plan the curriculum well, so that children make progress in their language, physical, and personal, social and emotional development. This also supports children to prepare for their future success.
- Staff ensure that the environment is fit for purpose, inviting and stimulating for children. However, staff have not consistently maintained high levels of hygiene as some areas of the setting are cluttered and dirty.
- Leaders support staff well to improve their ongoing practice, and staff attend various training courses. Staff take part in regular supervision meetings. However, staff do not consistently use learning opportunities to reinforce and consolidate children's learning across all areas.
- Children explore play dough and enjoy making different shapes, stretching and moulding the dough. Staff encourage children to find different twigs outside to add to the play dough to link to the story of the three pigs building their homes. Therefore, staff sequence learning so that children make the most of their

understanding of stories.

- Staff encourage children to learn about each others' backgrounds. For instance, shared culture is promoted well and children's photos are attached to displays of their family's homeland.
- Partnership with parents is effective. Parents speak highly of staff and are happy with their child's progress. Staff keep parents informed about the curriculum and their child's next steps in learning. Parents acknowledge that the updates via a mobile app are very informative and share information instantly. They like the shared photographs and explanations about what the intent and outcome for learning is.
- Children are well behaved. They share and take turns and follow instructions. They are confident, and can express how they feel and ask for what they want.
- Children use the toilet independently and understand hygiene routines. They are building skills for their eventual move on to school.
- Leaders have addressed weaknesses from the previous inspection and have a clear plan for improvement. They have reviewed how to meet the changing needs of children and staff have completed training so they can better support children with additional needs.
- Staff follow children's interests. For example, they place small underwater animal toys in water containers to help children express their emotions and communicate through play.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand safeguarding procedures and policy. Leaders work with external agencies to ensure that children are kept safe. Leaders ensure that their knowledge is up to date and that staff are trained. Staff know what signs may indicate a child is at risk of harm and they know what to do to safeguard children. Staff understand wider issues of safeguarding that may put children at risk of harm. Staff carry out robust risk assessments to ensure that any hazards are removed to help ensure children's safety. Leaders carry out robust recruitment procedures to ensure that staff working with children are suitably vetted.

What does the setting need to do to improve?

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

- ensure that all areas of the environment are consistently tidy and hygienic.
- continue to support staff's ongoing practice, so that they can help children to deepen and consolidate their progress across the areas of learning.

Setting details

Unique reference number	EY560085
Local authority	Newham
Inspection number	10277738
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 4
Total number of places	14
Number of children on roll	9
Name of registered person	Wonder Years Family Limited
Registered person unique reference number	RP560084
Telephone number	07976528934
Date of previous inspection	20 May 2022

Information about this early years setting

Wonder Years Preschool, Afterschool and Holiday Club registered in 2018 and is located 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. 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 funded early education for children aged three and four years. There are two members of staff and an apprentice. Of these, one is qualified and holds early years teacher status.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider, and has taken that into account in their evaluation of the provider.
- The provider joined the inspector on a learning walk and discussed the curriculum and their intentions for children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the provider.
- Parents shared their views of the setting with the inspector.
- The provider showed the inspector required documentation to demonstrate the smooth running of the setting.
- The inspector observed staff practice, their interactions with children and how they support children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023