

Inspection of Toddlers Pre-School

10th Edmonton Scout Hut Churchfield, Great Cambridge Road, LONDON N9 9LE

Inspection date: 1 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this welcoming pre-school. They benefit from accessing a broad curriculum and a wide range of experiences which support their development in all areas of learning. Children have a strong voice in the pre-school. A 'choosing board' encourages children to take a lead in their play and choose what resources they would like. This allows children to follow their own interests in their play and learning.

Children have plenty of opportunities to be physically active in the outdoor area. They use tricycles and learn to throw flying discs through the air. Children balance on see-saws, which builds strength in their muscles. Children become familiar with numbers as staff weave mathematical concepts effectively throughout their teaching. Children start to recognise written numbers as they roll cars down a tube onto a number line. They count with staff as they count the number of children in the line ready to play outside. Children learn about oral health. They take part in activities which teach them how to clean their teeth. Dentists come and talk to the children about the importance of regular trips to the dentist and brushing their teeth often. Staff actively signpost families to dentists.

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

- The manager and staff have a clear understanding of how children learn. They know the children well and what they need to do next to progress. Staff use effective assessment processes to plan their teaching to build on children's learning and development. As a result, children, including those with special educational needs and/or disabilities, are making good progress.
- Children behave well. They readily wait their turn and share equipment as they play alongside their peers. Staff have high expectations for children's behaviour. They fully support children to understand how their behaviour impacts on others and teach them how to be a 'good friend'. Staff use a book about colours and a monster to help children understand the different emotions they may feel. This helps children to become confident in their social interactions.
- Staff support children to develop their communication and language skills well. Children share books with staff and sing familiar nursery rhymes during circle time. Staff play alongside children effectively and narrate their play, which promotes conversation and extends their learning. All staff have recently completed a simple sign language course to support children further with their communication skills.
- Children have access to a well-resourced environment and eagerly become absorbed in their play. However, sometimes, staff do not consider when children are fully engaged in their play and interrupt them to start group activities. This means that, at times, children's play is interrupted, and they do not benefit from

a fulfilling learning experience.

- Parents speak highly of the pre-school. They comment on the amazing progress their children have made since starting at the pre-school. They state their children have grown in confidence and their behaviour has improved. Staff build good relationships with families. They keep parents up to date with their children's progress. Homework bags are used to support parents to continue their children's learning at home. This strong partnership provides consistency and security for families, which helps children to have a good start to their education.
- Staff work closely with teachers to support children as they transition to school. Transition reports are shared and teachers come to visit children before they start school, to build a relationship. Staff focus on developing children's independence skills, such as toileting and dressing themselves, to help them prepare for the next stage of their education.
- The manager is reflective of the service and uses a range of methods to ensure that the provision is continually evolving and improving. For example, feedback from parents allows her to adjust the provision to ensure that their needs are met. Reflections on how children are accessing the resources allow staff to ensure that the environment is continually kept interesting and inspiring for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date with regular training and discussions in team meetings. Staff demonstrate a secure understanding of their responsibility to protect children. They can identify potential signs and symptoms of abuse and neglect, including exposure to extremist views. They are clear about how to report a concern about the welfare of a child. The pre-school carries out regular fire drills with the children so that they know what to do in the event of a real fire. Staff are clear about the evacuation procedures. Staff are deployed effectively throughout the pre-school to ensure that children are well supervised.

What does the setting need to do to improve?

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

- consider the organisation of planned activities to minimise disruption to children's learning so that it is meaningful at all times.

Setting details

Unique reference number	EY382956
Local authority	Enfield
Inspection number	10276424
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	32
Number of children on roll	14
Name of registered person	Toddlers Partnership
Registered person unique reference number	RP905863
Telephone number	07947 380279
Date of previous inspection	14 July 2017

Information about this early years setting

Toddlers Pre-School registered in 2008. It operates from a scout hut in Edmonton, North London. The pre-school is open from Monday to Friday during term time only. Sessions are from 9.30am to 3.30pm. The nursery employs four members of staff. Of these, three members of staff, including the provider, hold suitable early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation, including evidence of staff suitability, staff records and safeguarding documents.
- The inspector spoke to parents during the inspection.

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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