

# Inspection of Woodford Pre-School Playgroup

209 High Road, South Woodford, London E18 2PA

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Inspection date: 10 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Practitioners warmly welcome parents and children into the safe environment of the pre-school. Parents appreciate having time to settle their children. There are opportunities for parents to talk to practitioners before they leave. Children quickly find their name and place it under their key worker's photo. The consistent routine provides children with familiarity. They know that cues such as the shaking of a tambourine indicates circle time. Children benefit from a range of activities that engage them and support their development.

Children have access to a secure garden. When the weather is wet, there is plenty of opportunity for physical exercise inside. For example, children ride trikes and dance with ribbon streamers. They learn to take risks, as practitioners demonstrate how to balance on the assault course.

Practitioners enthusiastically read to children. They capture their imagination with actions to the story 'We're Going on a Bear Hunt' that children copy. Children enjoy playing musical instruments as they sing nursery rhymes. They listen carefully to instructions to start and stop playing. Children at the sand table share resources and play cooperatively. This develops their social skills for future learning.

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

- The manager has a clear vision for the pre-school and is ambitious for the children. Children benefit from meaningful learning. For example, they play with toy animals and mimic their noises, and practitioners support children to sort coloured animals into groups. As children sort the animals, practitioners extend the learning further by asking the children to name the animals. They tell children about the characteristics of the animals, such as how kangaroos hop, and talk about the size of the elephant's ears.
- Children know the staff's expectations and generally behave well. They are kind to their peers. Practitioners encourage older children to support younger ones. Children have a positive attitude towards their learning. They spend extended periods of time at activities. For example, they complete puzzles and keenly exchange them for another one. Staff consistently praise children's efforts. This boosts their self-esteem and confidence.
- Strong relationships have developed between practitioners and parents. Parents speak highly of the pre-school and appreciate the safe and stimulating environment. They comment on staff's dedication to each child. Settling-in sessions allow parents and children to familiarise themselves with the setting. Regular meetings with the children's key person provide parents with development updates. Practitioners suggest ideas to parents to help them continue learning at home. They support parents with strategies such as potty

training.

- Practitioners support children to be independent and encourage good hygiene practices. For example, children instinctively wash their hands before snack. They use tongs to serve their fruit and pour their own drinks. Children with allergies are sensitively supervised. Practitioners sit close by to prevent any cross-contamination.
- Children who speak English as an additional language are well supported. Practitioners play nursery rhymes and collect words in children's home language. Communication is promoted as children play. For example, staff give directions, such as 'back', 'forwards', and 'turn around', as children ride trikes. Staff describe emotions as children draw faces in shaving foam and encourage the children to think. However, there is less communication at snack time, and this limits children's opportunities to learn about healthy lifestyles.
- Practitioners swiftly act to identify and support children with special educational needs and/or disabilities (SEND). They ensure that children with SEND access their full entitlement to achieve the best possible outcomes. Practitioners use assessment to closely monitor children's development. They complete the mandatory progress checks for children aged between two and three years and share these with parents. Links with health visitors to ensure the best possible outcomes for children is an area for further development.
- Practitioners are well supported. Managers carry out regular supervisions. They are effective in the way they manage staff. However, some staff would benefit from further professional development opportunities to ensure they plan activities that support the ambitions of the curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

Practitioners have a good understanding of how to keep children safe. They know the signs and symptoms to look for and the actions to take should they have concerns for the welfare of a child or actions of an adult. They work well with other settings children attend to support children's welfare. Risk assessments are conducted, and fire drills are carried out regularly. Recruitment procedures are robust. Suitability checks are completed before staff begin to work with children.

## 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 plan activities that contribute towards achieving the ambition set out in the curriculum and continue to build on what children already know
- develop children's language and understanding around healthy lifestyles by strengthening interactions at mealtimes
- strengthen relationships with professionals such as health visitors to ensure a

two-way sharing of information to benefit children's development.

## Setting details

<b>Unique reference number</b>	128493
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10265412
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Woodford Pre-School Playgroup
<b>Registered person unique reference number</b>	RP519323
<b>Telephone number</b>	07748 637157
<b>Date of previous inspection</b>	6 June 2017

## Information about this early years setting

Woodford Pre-School Playgroup registered in 1992 and is situated in South Woodford, in the London Borough of Redbridge. The provider is in receipt of funding for free early education for children aged two, three and four years. The pre-school is open each weekday, during term times, from 9.15am to 12.15pm. The provider employs eight members of staff, five of whom hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Karen Wells

## 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 her evaluation of the setting.
- The inspector spent time with the manager, conducting a learning walk to find out more about the pre-school and the curriculum.
- The inspector spoke with several parents and took their views into account.
- The inspector spent time observing the quality of education and the interactions between staff and children.
- The inspector viewed a range of documents, including suitability checks and paediatric first-aid certificates.

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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