

Inspection of Hadley Wood Preschool and Playgroup

Hadleywood Association Centre, Crescent East, Barnet EN4 0EL

Inspection date: 23 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are excited to learn in this inviting pre-school. They form secure attachments with staff, which help them to feel safe. Staff know the children well and plan activities to support their development. For instance, children develop strength in their hands in preparation for early writing as they use scissors to cut up celery in the mud kitchen outside.

Children behave very well and are highly responsive to staff. They understand staff's expectations for behaviour and are eager to please. They are familiar with routines as they stop playing when staff clap their hands. They know to gather on the floor for 'carpet time'. Children respond well to instructions as they help tidy-up toys or wash their hands ready for snack time.

Children receive a wealth of meaningful experiences beyond their own to develop an understanding of the world around them. They have regular trips in the local community. Children learn to post letters and visit the library using public transport. They learn about the seasons and nature on local woodland walks. All children are well prepared as they move on to the next stage of their education, including starting school.

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

- The manager and staff deliver an ambitious curriculum, which is carefully sequenced to build on children's learning. They plan a range of interesting adult-led activities to support children. For instance, children make chicks using paper plates and lolly sticks. However, sometimes, during adult-led activities some staff are not always clear about the intent of the activity. This means that children do not always learn what is intended.
- The manager has worked hard to implement positive changes since being in post. She ensures that staff are well supported, providing regular supervision and professional development opportunities. The manager takes prompt action to support staff with any practice issues, ensuring any emerging concerns are swiftly addressed. Parent representatives provide feedback to the manager, which is used to reflect and improve on the service to ensure children have the best possible outcomes.
- Staff have a high regard for supporting children's mathematical development. Children count how many children are on the carpet, and how many bricks are in the towers they build. Staff extend children's thinking by helping them to make comparisons, such as 'more' and 'less'. Children learn about time. They identify numbers on a clock and talk about the 'big and little hands'.
- Children develop their language and literacy skills well. They are confident and communicate their needs to staff. Children proudly demonstrate their proficiency

in speaking French as they say 'bonjour' and say what their name is during circle time. Staff use books and songs to support the development of children's language. They learn the meaning of new words, such as 'sly', as they read stories and learn about animals. Children eagerly join in with nursery rhymes, such as 'Peter Rabbit' and link the actions to the words.

- Staff support children with special educational needs and/or disabilities well. They use a number of effective strategies, such as visual cues and specialised toy baskets, to support children's communication, understanding and emotions. The manager works closely with parents and a wide range of external professionals, who provide support to children to help them make the best possible progress from their starting points.
- Parents speak extremely positively about the pre-school. They are fully involved with their children's experiences and learning. Parents attend trips out and come into the pre-school to read stories with the children. They have access to workshops on areas such as first aid and nutritional support. Parents value the high standard of individualised education and nurture their children receive, which has exceeded their expectations.
- The manager shares information with parents on how to keep their children safe when using digital technology and the internet. However, she does not yet support children to develop this understanding, and when they might be at risk.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that safeguarding children is her priority. Robust risk assessments are carried out, both within the setting and for any trips out, to ensure the safety of the children. Regular fire drills are carried out and children learn to use 'walking feet' when inside to keep themselves safe. Staff demonstrate secure knowledge of the possible signs and symptoms of abuse and/or neglect. They are aware of how to report any concerns they may have about the welfare of a child, including any allegations made against staff. Children with allergies or medical requirements are managed well. Training is sharply focused to ensure staff can meet the medical needs of 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 strengthen their understanding of intended learning outcomes to ensure that children's individual needs are consistently met
- enhance the curriculum to support children's understanding of online safety.

Setting details

Unique reference number	2628506
Local authority	Enfield
Inspection number	10281125
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 4
Total number of places	46
Number of children on roll	38
Name of registered person	Hadley Wood Preschool and Playgroup Limited
Registered person unique reference number	2628505
Telephone number	0208 449 6089
Date of previous inspection	Not applicable

Information about this early years setting

Hadley Wood Preschool and Playgroup registered in 2021 and is based in the London Borough of Enfield. The pre-school employs 10 members of childcare staff, six of whom hold early years qualifications at level 3 and two at level 6. The pre-school is open from 9am to 1pm, Monday and Friday, and from 9am to 2.45pm, Tuesday, Wednesday and Thursday, term time only. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 setting.
- 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 inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and safeguarding documents.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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