

# Inspection of Wiggly Worms Day Nursery

West Green Learning Centre, Langham Road, LONDON N15 3RB

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Inspection date: 28 April 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

Children show strong relationships with the nurturing staff at this warm and welcoming nursery. They happily arrive and separate from their parents with ease. This highlights that they feel safe and secure at this nursery. Children are learning that text has meaning as they attempt to recognise pegs with their names on. They are kind to each other and notice when someone needs help. For example, older children help younger children to find their name. Children are familiar with the consistent routines as they put away their own belongings and choose whether to eat breakfast or explore the environment. Children make their own choices as they choose what they want to play with throughout the day. This helps children develop their own interests and build on what they already know and can do.

Staff have high expectations for children's learning and behaviour. They recognise children's individual abilities and plan challenging experiences to support their ongoing development. Children learn good hygiene routines and begin to manage their own personal care. For instance, they wash their hands and put an apron on before making salad for lunch. Children learn to manage risks while using the age-appropriate tools. Staff and children discuss potential hazards and the possible impact they could have on themselves or others. For example, children skilfully use a safety knife to chop vegetables, and they understand they must not place their fingers in front of the knife.

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

- Managers are passionate and constantly reflect on how they can improve the nursery. They actively seek the comments and views of children, parents, staff and external professionals to make positive changes to their provision. Staff have regular supervision to discuss their professional development needs. Their well-being is also considered, and they feel valued. Managers conduct observations on staff and give feedback and guidance on their practice. Staff undertake regular training, as this promotes positive outcomes for children.
- Parents partnerships are a particular strength of the nursery. Parents feed back that staff offer a wide range of information to parents. This includes how children have spent their days in the nursery, their ongoing learning progress and upcoming events. These enable parents to build on their children's learning at home. Parents report that their children 'love' coming to nursery, and the staff are kind and friendly.
- Overall, children develop their independence skills well and learn to make their own choices. For example, older children enjoy serving their own food and clear away their plates. They confidently select their own snacks or activity to engage with. However, staff do not always recognise how they can promote younger children's early independence skills. At times, staff intervene too quickly to

complete tasks for them, such as preparation for mealtimes.

- Staff are aware of the individual needs of children with special educational needs and/or disabilities. The nursery is committed to providing an inclusive environment where everyone makes good progress in their learning. Staff swiftly embed the ideas and strategies given by professionals to support these children's next steps. Children benefit from visiting their prospective school with staff and their parents and are supported well when they move on from nursery.
- Overall, children show high levels of engagement in learning. Babies joyfully play the special drum using their whole body. Toddler-aged children enjoy guessing 'What's in the bag?' as they put their hand inside and feel the objects. Pre-school children cooperatively read 'The Very Hungry Caterpillar' book with staff and discuss the benefits of eating healthy food. However, daily routines interrupt learning for children. For example, each group's circle time takes place at the same time in the same room. The noise level of the environment increases, and children lose attention and become less engaged in their learning.
- Staff place a high importance on promoting children's communication skills. They create a language-rich environment for all children. Staff tune into children's play and listen carefully. They respond, model tricky words and introduce new ones. They are aware that some children need more support with understanding and speaking. Effective strategies, such as simple signing and visual cues are implemented to help children understand routines and express their needs.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. They have a thorough understanding of the signs and symptoms that could indicate a child is at risk from harm. Staff know how to report any concerns they might have about children's well-being and know who to talk to about those concerns. Furthermore, they have a clear understanding of what steps to take if they feel their concerns are not being addressed. Managers make sure that individuals working with children are suitable to do so by completing a robust recruitment, induction and training programme, as well as arranging a mentor for individuals.

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

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

- plan and organise ways for younger children to be even more independent to support their learning further
- review and improve the organisation of routines to fully maximise children's engagement and enjoyment in their learning.

## Setting details

<b>Unique reference number</b>	EY448335
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10264451
<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>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Wiggly Worms Day Nursery Limited
<b>Registered person unique reference number</b>	RP531691
<b>Telephone number</b>	02088269190
<b>Date of previous inspection</b>	15 June 2017

## Information about this early years setting

Wiggly Worms Day Nursery registered in 2008. It is situated in the West Green area within the London Borough of Haringey. The nursery opens Monday to Friday, from 8am to 6pm, for 50 weeks of the year. The provider is in receipt of funding for the provision of free early education to children age two, three and four years. The provider employs seven staff. Of these, five hold early years qualifications at level 2 and level 3.

## Information about this inspection

### Inspector

Yuko Utsumi

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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