

Inspection of Crafty Wizards World Pre-School

265 Eltham High Street, London SE9 1TY

Inspection date: 25 May 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children are very happy and settled. They develop strong trusting relationships with practitioners who nurture them. Children are consistently praised for their efforts. This boosts their self-esteem and desire to achieve. Children have access to a well-resourced environment. Practitioners plan an exciting curriculum with clear learning intentions. For example, the recent hatching of butterflies created excitement around nature. Children explore plant roots before they plant seeds from their fruit at snack. Later, they gather to release the butterflies. They link the affirmation of the week 'I can' to encourage the butterflies to fly.

Practitioners make excellent use of strategies, such as sign language and visual resources. This supports their intense focus on communication. Children have a positive attitude to learning, and they develop excellent communication skills. For example, storytelling is interactive with actions and signs. Children are quick to pick up on the tale and offer their suggestions of how it may end.

Leaders are proactive in linking with the community. For instance, children regularly visit an elderly group. They have access to an outdoor forest environment, and their fruit for snack is locally sourced. This helps children develop respect for others and the environment. Practitioners use photos and invite visits from children's families to show they are all different. This prepares children for life in modern Britain.

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

- Practitioners are motivated by inspiring leaders and managers. They have an ambitious vision. This results in a curriculum that is designed to enable every child to succeed. Practitioners are passionate to continue their learning. They consistently use their updated knowledge to enhance teaching. Their sound understanding of early years leads to consistently high standards in the provision. Staff's well-being is paramount. Leaders use supervision meetings to check on their welfare.
- The high-quality curriculum provides children with access to exciting and stimulating learning experiences. Practitioners' knowledge of the children is remarkable. Their planning and assessment methods mean any possible gaps in learning are identified. Daily staff briefings allow practitioners to share any targeted learning. Regular meetings with parents celebrate children's learning and development.
- There is a strong focus on communication. Staff are highly skilled at understanding children's abilities. They constantly ensure children's language skills are stretched. For example, resources are placed on out-of-reach 'special shelves'. Children are encouraged to describe what they want. Children who

Children who do not speak English as an additional language make good progress. Activity bags promoting home languages are shared with parents to continue supporting children's communication skills further at home.

- Children's views are valued. Practitioners provide opportunities for children to influence their learning. For example, they vote for which story they would like to read. Children influence plans through discussions with practitioners. Older children are eager to support their younger peers, such as getting the step stool so they can reach to hang their coat up.
- Practitioners are exceptional in supporting children with special educational needs and/or disabilities (SEND). They work closely with parents and act swiftly to identify needs. Professionals are drawn on for support. Practitioners seize opportunities to gain funding. Individual plans ensure that activities are purposeful. This results in children with SEND reaching the best possible outcomes.
- Partnership with parents is excellent. They consistently praise the setting. Parents comment on children developing secure attachments with their key person. The level of communication is exemplary. Parents know what their child is currently learning and how to support them further at home. They feel extremely fortunate for the support provided to children with SEND.
- Practitioners actively promote children's independence. Good hygiene practice is instilled. For example, 'tissue stations' remind children to wipe their noses. They instinctively wash their hands before snack. Children peel and prepare their own fruit. They pour their own water. Younger children use tongs to serve prepared fruit. They wash and dry up. Practitioners support children's understanding of staying safe in the sun.
- Children are encouraged to manage their own risks. Outside, they climb on crates. Stairs to the cabin were purposefully designed to encourage physical skills. Risk assessments are stringent. Regular daily checks are conducted to ensure safety. Practitioners know their roles and responsibilities and that of their team. This ensures children are well supervised.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding. They are aware of signs and symptoms to look out for and know how to act on these should they have concerns regarding the welfare of a child or actions of an adult. The provider has a culture of safeguarding, and effective strategies are in place to quickly identify children who may be at risk of harm from adults who pose a risk to children. There are stringent procedures in place for safer recruitment. Staff hold current suitability checks, and these are monitored regularly on the update service.

Setting details

Unique reference number	EY489815
Local authority	Greenwich
Inspection number	10285757
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	45
Name of registered person	Crafty Wizards World Ltd
Registered person unique reference number	RP534642
Telephone number	02088593725
Date of previous inspection	17 October 2017

Information about this early years setting

Crafty Wizards World Pre-School registered in 2015. It operates from a high street building in Eltham, London. The pre-school is open each weekday from 7.30am to 6.30pm, term time only. The pre-school employs 11 members of staff. Of these, one holds qualified teacher status and three hold qualifications in childcare at level 3. The pre-school receives early years pupil premium funding and free early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Wells

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.
- A learning walk was conducted by the manager and inspector, where they discussed the curriculum and the learning environment.
- The manager completed a joint observation of an activity with the inspector and discussed the effects of the practitioners' teaching.
- Parents shared their views of the provision with the inspector through discussion and written comments.
- The inspector observed the quality of education and how effective planning and assessment were.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documents to check the suitability of staff.

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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