

# Inspection of Toddlers at the Bridge

Enfield Rangers Football Club, Palmers Lane, Enfield, Middlesex EN1 4LJ

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Inspection date: 6 June 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children form warm relationships with the kind and caring staff. They approach them for reassurance or comfort, or to share their play with them.

Children play alone or with peers, with a range of activities. They particularly enjoy dressing up, using play dough and painting. However, at times, children do not receive enough high-quality interactions from staff to support them to make progress as they play.

Children benefit from the way that their key person knows them well. Staff speak with pride about the progress that their key children have made. They are able to identify what individual children should achieve next in their learning journey. However, on occasion, staff do not consider carefully enough how to help children to achieve these next steps as they play.

A minority of children do not respond consistently to the strategies which staff currently have in place to support them with displaying positive behaviour. For example, on occasion, children throw lentils or climb on furniture. This can impact negatively on other children as it can disrupt their play and learning. For example, during circle time, a few children roll around on the carpet or chat with their peers. This distracts some children from engaging in the circle-time activities.

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

- The progress that children make in their communication and language development is variable. Staff effectively get down to children's level and communicate with them to understand their wants and needs. For example, if a child is upset, staff take time to support the child to communicate the reasons that they are upset. Staff use Makaton symbols with the children to give them another tool to use in their communication. Children respond well to this and use some Makaton signs to express themselves throughout the day, such as when they sing hello at the beginning of the day. However, leaders do not identify children who need extra support in the communication and language curriculum early enough. This means that these children do not receive prompt support and interventions to help them make accelerated progress and catch up with their peers.
- Leaders plan an effective programme of learning for physical development. Children have plenty of time and space to run around outside in the fresh air. Staff support children to develop their hand-eye coordination and fine motor skills. For example, children roll and squeeze play dough, paint and make marks with a variety of resources. Staff plan opportunities for children to develop their gross motor skills such as throwing, jumping, catching and kicking. This means

that children make good progress in their physical development.

- Some staff do not support children to care for their nursery environment. For example, on occasion, children drop sand or toys on the floor and staff do not ensure that this is cleared up in a timely manner. At these times, children do not develop a sense of pride in looking after their nursery environment.
- Staff build positive parent partnerships. They communicate regularly with parents via an app and verbal feedback. Staff keep parents informed of how their child is progressing with termly meetings and reports. Staff are proactive at offering support to families wherever necessary. For example, staff work with parents to support them to access help from external agencies. These positive parent partnerships help children to transition well between home and nursery.
- Leaders have put several strategies in place to support children with their behaviour. For example, staff clearly explain the golden rules to the children and use descriptive praise to help children to understand expected behaviours. However, these strategies do not work effectively for every child, especially those who find it challenging to display these behaviours. On occasion, this means that staff spend a disproportionate amount of time managing children's behaviour. At these times, staff leave quieter children to play, without supporting them to make progress in their individual learning journeys.
- Leaders understand how to support children with special educational needs and/or disabilities (SEND). They work with parents to refer children to external professionals. Staff set individual targets and put strategies in place to support children to work towards these targets. For example, staff use pictorial signs to help children to understand the daily routines. This means that children with SEND make progress.
- Leaders support staff with their professional development. They identify relevant training based on the needs of the children and staff. Leaders work with the local authority to access support or advice where necessary. This helps staff to develop their skills and improve their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well being. They attend regular training to ensure that they keep their safeguarding knowledge up to date. The manager has a good understanding of safeguarding procedures and knows where to go for further support if necessary. Leaders use effective systems to recruit staff and to ensure their ongoing suitability.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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quickly identify and support any children who need extra support in the communication and language curriculum	05/07/2023
ensure that the systems in place to support children's behaviours are effective and implemented consistently across the staff team	05/07/2023
support children to achieve their next steps effectively through play and adult led learning opportunities	05/07/2023
support children to care for their nursery environment.	05/07/2023

## Setting details

<b>Unique reference number</b>	EY401993
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10293122
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Toddlers Partnership
<b>Registered person unique reference number</b>	RP905863
<b>Telephone number</b>	07956601592
<b>Date of previous inspection</b>	26 January 2018

## Information about this early years setting

Toddlers at the Bridge Pre-school is open every weekday from 9.15am until 4pm during term time. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are eight members of staff employed to work with the children, six of whom hold relevant qualifications.

## Information about this inspection

### Inspector

Jenny Gordon

### Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took account of their views.

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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