

Inspection of Wells (All Saints) Pre-School

All Saints Church, Inmans Row, Woodford Green IG8 0NH

Inspection date: 19 July 2023

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

What is it like to attend this early years setting?

The provision is good

Staff warmly greet and welcome children as they arrive. This helps children to happily separate from their parents and settle to begin playing. Leaders have devised a broad and flexible curriculum for children. Throughout the nursery, there is an energetic buzz as children excitedly play and explore. Staff purposefully plan activities linked to fairy tales, seasons, under the sea, and dinosaur themes. Staff have high expectations for children's vocabulary. For example, they teach children words such as 'palaeontologist' and 'carnivore' as children uncover bones buried in the sand. Staff encourage children to care for the environment. Children know that it is important to sort paper and plastics for recycling.

Staff build secure bonds with children. Older children confidently share their news, views and opinions with staff. Younger children play cooperatively and eagerly join in with activities. Children with special educational needs and/or disabilities (SEND) receive individual support. Staff support children's developing independence skills well. They stand back to allow children to serve their own drinks and fruit portions at snack time. Children confidently clear their own plates away after eating. The manager deploys staff appropriately so that children receive support with their personal care routines when they require it.

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

- The provider has successfully addressed the action set at the previous inspection. Leaders have adopted a robust policy and procedures to ensure that all committee members are known to Ofsted.
- Children actively explore the inviting outdoor area prepared by staff. They build strong hand muscles as they stretch and manipulate coloured slime. Children enjoy making marks with chalk. They collaborate to print with paints. Children remain immersed as they develop narratives for their dinosaur role play. For instance, they say 'daddy and baby dinosaurs are going to sleep' as they play together in the tent.
- Staff expertly promote children's early literacy skills. Children learn different letters and the initial sounds for objects and words. They learn to recognise their name and the difference between uppercase and lowercase letters. Staff read stories to children with enthusiasm and humour. Children enjoy listening to their favourite books. They excitedly join in to recall events and finish rhyming couplets.
- Staff help children to build a positive sense of self. They collectively celebrate and reward children for their achievements at nursery. Children feel proud to have a turn at taking 'Star', the pre-school mascot bear, home. They are happy to share photos of their home learning adventures with others.
- Overall, children behave well. They listen to staff, treat the toys respectfully, and

closely follow the daily routines. Children know when it is time for free play and when it is time to gather for group activities. Staff engage children effectively during their interactions. Staff play age-appropriate board games with young children. They make expert use of these activities to help to promote young children's memory and turn taking skills. Nevertheless, at times, some younger children do not demonstrate their understanding of behavioural expectations that they are capable of. Not all staff make best use of opportunities to teach children why rules are important or the impact of undesirable behaviour.

- Key persons make evaluative observations of individual children. They use these to devise clear next steps in learning, which are shared with all staff. Staff plan appealing activities that help children to meet their next steps. The pre-school's special educational needs coordinator liaises with external professionals and parents to ensure that children with SEND receive support. She follows their advice and guidance when planning interventions. Therefore, all children progress towards their targets.
- Parents are highly complimentary about the pre-school. They describe staff as kind and extremely supportive persons, who share detailed information about what the children are learning. Parents say that their children build confidence and strong communication and storytelling skills at the nursery.
- The manager is a committed and compassionate leader. She sensitively considers children's family situations when appointing and deploying staff. This ensures that children receive tailored support. The manager prioritises staff's well-being. Staff benefit from training and team bonding sessions, and receive regular positive affirmation messages. They say that they are happy in their roles and feel valued as individual childcare practitioners.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have an up-to-date safeguarding knowledge and understand their child protection responsibilities. Staff know how to identify children who are at risk of harm or suffering abuse. They know the signs that suggest a child is being drawn into radicalisation or extremism. Staff know the contact details of their local safeguarding partners and who they must report concerns to. The manager ensures that staff attend refresher first-aid training. This ensures that staff respond appropriately in the event of a medical emergency. The manager conducts robust recruitment and vetting checks for all staff. Therefore, only suitable adults have unsupervised access to children.

What does the setting need to do to improve?

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

- strengthen existing coaching and support for staff further, so they all make the

best use of opportunities to teach younger children why some behaviour is undesirable.

Setting details

Unique reference number	EY538518
Local authority	Redbridge
Inspection number	10287445
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	42
Number of children on roll	66
Name of registered person	Wells (All Saints) Pre-School Limited
Registered person unique reference number	RP538517
Telephone number	020 8504 0216
Date of previous inspection	20 March 2023

Information about this early years setting

Wells (All Saints) Pre-School re-registered in 2016. It is operated by Wells (All Saints) Pre-School Limited and is located in Woodford Green in London Borough of Redbridge. The nursery provides full-time and part-time sessions during term time from 8am to 3.30pm, Monday to Friday. It currently employs 14 members of staff, including the manager. Of these, 12 staff hold appropriate early years qualifications ranging from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents and grandparents shared their views of the nursery 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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