

Inspection of Croyland Pre-School

Croyland Youth Centre, 1 Croyland Road, London N9 7BA

Inspection date: 13 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enthusiastically enter the main play area with smiles and greetings for other children and staff. They are familiar with routines, as they confidently hang up their coats and wash their hands. There is a strong sense of family at the setting. Several children are familiar with the environment and staff because friends or siblings previously attended the nursery. Children are confident and sociable and demonstrate they feel safe and secure. They have strong bonds with staff, who are encouraging and supportive.

Staff work closely with parents to identify what children need to learn. They value the parents' knowledge about their child. They work hard at establishing strong relationships with parents to best support children.

Children behave well and treat each other and staff with respect. Staff are good role models as they are supportive and attentive to each other as well as the children. Children are quick to help staff when they can. For example, helping to pick up fallen, fabric fruit during story time. Children have a thirst for learning as the curriculum is well thought out. The curriculum includes events, activities, and discussions that interest and drive the children to confidently explore and share their ideas.

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

- Leaders and managers place an importance on staff's well being and professional development. They provide opportunities throughout the year to meet as a group and individually to build a strong and effective team that benefits the children. However, identified gaps in some staff's knowledge is not always promptly addressed, to further develop their practice.
- Key persons are knowledgeable about their key children. Staff share a genuine interest in the children's progress and how best to enable children to achieve. Staff work well with other agencies to ensure that children get the best start in their learning. Additional funding is used to target specific areas of development for children who require additional support. For example, purchasing the well-being monster book to assist children to recognise their feelings. Older children are well prepared for school because they are confident in what they can do.
- Children's language is developing well. Several children speak or hear other languages at home. Staff also speak English as an additional language and use this shared experience, to effectively support children. Children successfully increase their range of words and ability to confidently contribute. Children have access to visual markers and cues, so they understand what is happening next and what they need to do.
- Children enjoy learning the correct way to brush their teeth and gums. For

example, they use the big, soft bristle toothbrush to keep the large-scale teeth model clean, in the well-equipped dentist area. On occasions, dentists visit the nursery to help build children's confidence and knowledge about how to look after their teeth. Children can identify what healthy foods are, as they listen to 'The Very Hungry Caterpillar' story. They know that fruit and vegetables are healthy foods and exercise in the indoor and outdoor area, keeps them fit.

- Children are encouraged to read and enjoy books in the well equipped and interesting reading tent. Children select the books they enjoy and ask staff to read to them. Older children begin to enjoy familiar books by themselves, recognising the characters and what happens next, as they turn the page. During carpet time, children smile and listen intently to the member of staff, so they can answer questions and join in. Staff ensure that all children can take part in the story. However, at times more confident children dominate the activity and quieter children lose focus.
- Parents speak highly of the nursery and the support they receive from managers and staff. They identify the nursery as an extension of home and feel they can discuss their children with staff at any time. Parents know what their children are learning and what their next steps are. Staff equip the parents with how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms that indicate a child is at risk of abuse or significant harm. They understand safeguarding procedures and know how to escalate any concerns to the appropriate agencies. Staff implement risk assessments effectively throughout the day. Children are closely supervised and supported in their care and learning. The premises are safe and secure, both indoors and outdoors. Staff teach children how to keep themselves safe. For example, they talk to them about how to safely use play equipment in the garden.

What does the setting need to do to improve?

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

- promptly address any identified gaps in staff's knowledge to further develop their practice and enhance their professional development
- provide more opportunities and allow time for less-confident children to contribute to group activities and to feel valued during all learning experiences.

Setting details

Unique reference number	EY312013
Local authority	Enfield
Inspection number	10304972
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	40
Number of children on roll	32
Name of registered person	Croyland Pre-School Committee
Registered person unique reference number	RP525738
Telephone number	0208 373 1372
Date of previous inspection	7 February 2018

Information about this early years setting

Croyland Pre-School registered in 2005. The pre-school employs nine members of staff. All staff have an appropriate childcare qualification at level 3. The pre-school is open Monday to Friday during term time, from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Crowley

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.

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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