

Inspection of Toddlers at the Bridge

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

Inspection date: 30 April 2024

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

What is it like to attend this early years setting?

The provision is good

This is a highly welcoming and inclusive environment for young children. Staff know their key children well and can confidently talk about how they are supporting them to progress through the curriculum. Staff are highly aware of children's individual needs and work together to meet these. For example, group sessions are delivered at an appropriate pace, with all staff supporting children to remain engaged. They recognise when children require additional support and quickly adapt to meet their needs. As such, all children can access the learning on offer and make good progress from their individual starting points.

Staff support children during extended periods of uninterrupted child-led play. This enables their play to develop over time. For example, children combine wooden sticks and play dough to make pretend toothbrushes and lollipops and enjoy using these together in their imaginative play.

Staff are highly observant, which means they can quickly and effectively step in to offer support with any behaviour issues. Staff interactions with children are consistently patient and supportive as they help children to resolve problems. They calmly reinforce the shared rules and offer comfort as required. As such, situations are quickly de-escalated, and the setting generally feels calm and purposeful.

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

- Staff have designed a curriculum that prioritises the development of communication and language skills. For example, staff support children to build up a repertoire of traditional nursery rhymes. They use simple hand signs to help children to understand instructions and communicate their basic needs. Staff constantly model language, including mathematical language, through play and hands-on activities. For instance, they encourage children to count how many cups of different ingredients are needed to make their own play dough. Over time, children become more confident and capable communicators.
- Staff consider the different ages and stages of children when planning activities. For example, children split into different groups to share stories and action songs. Younger children are encouraged to take turns to lift the flaps and describe the pictures in a colourful board book. Older children share books they have chosen together at the local library. However, most-able children do not get enough opportunities to discuss stories or ask and answer questions.
- There are simple routines that are embedded and clearly communicated with children. For instance, staff ring a tambourine to give a five-minute warning before a change in routine. In addition, staff consistently use the 'golden rules' of the setting to remind children about appropriate behaviours. Children are familiar with the expectations and this helps them to feel safe and secure.

- Management have used additional funding to provide gymnastics classes, as these support development in the areas of the curriculum that the children most need. Children are offered healthy snacks and encouraged to drink water. They spend time outside, engaging in active, physical play in a safe and spacious environment. As such, they begin to develop healthy habits from a young age.
- The special educational needs coordinator makes timely referrals and works hard to engage parents and other professionals to secure the support that some children need. There are effective strategies in place to support children with special educational needs and/or disabilities (SEND), such as clear and consistent routines and expectations. Other strategies, such as attention-building games, are also available but these are not delivered consistently enough for children to benefit fully and make sustained progress with their concentration and listening skills.
- Children who speak English as an additional language are well supported. For example, staff use visual choosing boards so that all children can participate in choosing what song they would like to sing during circle time. This helps all children to feel included and valued.
- The setting works hard to engage parents. For instance, the deputy manager is offering a training course to parents about supporting their children's language development at home. Parents comment that their children settle quickly and make rapid progress in the setting.
- The manager is passionate about her role. She encourages open communication that promotes a culture of safeguarding and staff well-being. She reflects confidently on practice, identifying what went well and what could be improved, to ensure that staff are continually developing their practice. Staff comment that they are happy and feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how you can extend the learning of most-able children
- deliver strategies more consistently for children with SEND so that they make even better progress.

Setting details

Unique reference number	EY401993
Local authority	Enfield
Inspection number	10300156
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	50
Number of children on roll	37
Name of registered person	Toddlers Partnership
Registered person unique reference number	RP905863
Telephone number	07956601592
Date of previous inspection	6 June 2023

Information about this early years setting

Toddlers at the Bridge is open every weekday from 8.45am to 4pm during term time. It receives funding for the provision of free early education for two-, three- and four-year-old children. There are six members of staff employed to work with the children, five of whom hold relevant qualifications at level 2 or above.

Information about this inspection

Inspector
Nicola Baker

Inspection activities

- The inspector discussed any continued 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate 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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