

Inspection of The Under 5's Project- Woolwich Common

The Under 5's Project, Academy Road, Woolwich SE18 4DJ

Inspection date: 5 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and leave their parents with ease. They show that they have developed secure attachments to their key persons, who know them well. New children are quick to form secure bonds with staff, and they eagerly begin to learn the routines. Children enjoy the variety of engaging activities that is available to them. For instance, children delight as they use natural materials with play dough and develop their hand muscles by using flowers to paint with.

The curriculum is well designed. Staff have a good understanding of what they are teaching and why. The curriculum emphasises the importance of children developing a strong foundation in personal, social and emotional development, as well as communication and physical skills. All children, including children with special educational needs and/or disabilities (SEND), are making good levels of progress from their starting points.

Staff praise children and encourage them to keep trying when they encounter challenges. For example, when children are learning to pedal a bike, and they encounter an incline in the garden, staff guide them and teach them how to do it safely. Staff prepare children well for the next steps in their education. For instance, they encourage children to become more independent during mealtimes, and they teach children how to wash and dry their hands by themselves.

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

- The management team is clear about the curriculum and has high ambitions for children. Staff know children well. This allows them to offer learning opportunities that sequence children's learning and help them build on what they already know and can do. Children recall and remember their past learning, and staff offer effective support that helps children to focus during activities. As a result, children are engaged in their learning, and they make good progress.
- Staff have a good understanding of how children learn and the curriculum. They plan activities effectively to support and extend children's learning to further their development. For example, children delight as they use different tools to make their play dough biscuits.
- Staff interact well with children and engage in conversations. For example, staff talk to babies about what they can see and what they are doing as they pop the bubbles. Staff are positive role models for language. With older children, staff ask questions and introduce new words to extend the children's vocabulary. However, at times, they do not always give children enough time to think and respond.
- Children with SEND are well supported by the knowledgeable staff. The nursery works effectively with parents, staff and professionals to support the best

outcomes for children.

- Outdoor opportunities promote exploration and the development of children's gross motor skills. For instance, children ride along on tricycles and bicycles. They take suitable risks as they come down the incline under the supervision and encouragement of staff.
- Staff are good role models, and children behave well. Staff are clear about how they expect children to take turns and treat each other with kindness. For instance, in the pre-school room, children eagerly find the sand timer as they wait for friends to finish on the swing.
- The management team and staff are reflective of their practice and are constantly looking at what is going well and what needs to be improved to further benefit the children and their families. For example, recent changes made to planning and observing activities means that children's learning is captured more effectively.
- Communication with parents is good. Parents appreciate the flexible and individual arrangements to support them in settling their children. Parents value the helpful support they receive from staff and their friendly and approachable nature. Parents receive regular updates about their children's progress and ideas to support their development at home, such as the lending library.
- Staff's well-being is an important priority at the nursery. The management team, along with the well-being officer, support staff effectively. They arrange different activities, such as creative workshops, meals and incentives, to look after their team. Staff attend regular supervision meetings and reviews to discuss their professional development. Staff enjoy and feel valued in their role.

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:

- build on the good teaching practice in place and ensure that all staff give children enough time to think and formulate ideas for themselves.

Setting details

Unique reference number	2686715
Local authority	Greenwich
Inspection number	10350775
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	0 to 4
Total number of places	38
Number of children on roll	40
Name of registered person	Under 5's Project
Registered person unique reference number	RP521226
Telephone number	07904282313
Date of previous inspection	Not applicable

Information about this early years setting

The Under 5's Project-Woolwich Common registered in 2022. It is located within the London Borough of Greenwich. The nursery employs 12 members of childcare staff. Of whom, 10 hold a relevant childcare qualification at level 3. The nursery opens from Monday to Friday, term-time only. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

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 management team 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 carried out a joint observation of an activity with the manager.
- The special education needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents 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 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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