

Inspection of Greenway Kindergarten, Ashton Branch

The Pavilion, 598 Chigwell Road, WOODFORD GREEN, Essex IG8 8AA

Inspection date: 2 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly by the friendly staff. They arrive happily and are excited to spend time with staff and their peers. Staff form close bonds with children. Children are confident, and those who need reassurance receive it in abundance. This helps to enhance children's self-esteem. Children demonstrate that they feel safe and secure. All children make good progress from their starting points, including those with special education needs and/or disabilities (SEND) and those who speak English as an additional language.

Leaders are passionate about all children achieving. They implement a curriculum that teaches children across all areas of learning, having high ambitions for individual children's progress. Management has a clear vision for the kindergarten and evaluates practice rigorously to ensure that staff continue to provide children with a high-quality service.

Staff supervise children well. They give children lots of praise, which motivates children to play and learn. Children are generally well behaved and follow the good examples set by staff. For example, they say please and thank you to the staff and their peers and know that they need to wait their turn during activities.

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

- Staff know children's needs well. They understand children's home lives, their starting points when they join and their progress over time. They use this knowledge to support children's learning and care needs to a high level. Staff identify gaps in children's learning swiftly and put plans in place to support these. All children make good progress.
- Staff plan exciting opportunities to develop children's understanding of science and maths. Pre-school children explore how coloured water can change the colour of flowers. Younger children explore how cress grows. Children follow instructions well and have opportunities to follow their own ideas and problem-solve. Children learn to recognise numbers and count proficiently. This gives them a firm base to build on their understanding.
- In the main, staff support children with their communication and language development. They repeat children's words and sentences to model correct pronunciation and add new words to extend their vocabulary. Staff continually talk to children about what they are doing and can see. Children respond to instructions, showing good understanding of spoken words. However, occasionally, staff use closed questions or do not follow children's interest by asking questions, which does not always extend children's communication skills.
- Children are supported to develop healthy habits and independence. At snack time, children chose from a range of healthy foods. Staff provide regular

opportunities for children to access fresh air and exercise. Children are learning how to manage their own personal hygiene, recognising when they need the toilet and washing their hands independently. These opportunities help children to feel proud of the tasks they complete by themselves and help them develop healthy habits and attitudes from an early age.

- Overall, children behave well. They generally play cooperatively with each other, share and take turns with minimal support. However, when children do display unwanted behaviour, staff do not always explain why this is not acceptable. Consequently, children do not always build on their current understanding of good behaviour.
- Staff feel well supported, something which is evidenced by the high level of staff retention. Management ensures support is offered to any staff member who may need it. This results in a cohesive and experienced team that is well placed to help children acquire all the skills they need to help them in their future learning.
- Parents are very happy. They receive relevant information about their children's progress and any gaps in their learning. Several parents spoke of the gains that their children have made, both academically and in their personal development. They feel the kindergarten is family and state, 'It's like leaving your child with Grandma.' The strong partnership between parents and staff benefits children well.
- The provider failed to notify Ofsted of a significant event, which is a requirement of their registration. However, there was no impact on children's safety and welfare or learning and development as a result of this failure to notify. Leaders acknowledge this was an oversight and are now fully aware of their duty to notify Ofsted in the future.

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:

- support staff to use open-ended questions and give children more opportunities to engage in two-way conversations to extend their communication skills even more
- support staff further to help children understand the impact their behaviour has on themselves and others and why some behaviours are not acceptable.

Setting details

Unique reference number	EY430468
Local authority	Redbridge
Inspection number	10359958
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	75
Number of children on roll	22
Name of registered person	Greenway Kindergarten Ltd
Registered person unique reference number	RP907495
Telephone number	0208 505 6987
Date of previous inspection	4 December 2018

Information about this early years setting

Greenway Kindergarten, Ashton Branch in Woodford Green registered in 2010. It operates from 9.10am until 12.40pm and additionally from 12.40pm until 1.40pm for the lunchtime club, 38 weeks of the year. The setting employs 14 members of staff, seven of whom hold appropriate early years qualifications at level 3 and two hold a qualification at level 2. The setting provides funded early years education for children aged two, three and four years old.

Information about this inspection

Inspector

Michaela Hipwell

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024