

Inspection of Little Wellingtons Childcare

Ponders End Methodist Church, 378 High Street, Ponders End, Middlesex EN3 4DG

Inspection date: 11 October 2024 - 23 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly and enjoy their time in this welcoming pre-school. They are greeted warmly by staff who chat with them about their morning. Staff remain on hand to support new children. They work closely with parents to help settle new children and provide supportive settling-in arrangements. This helps to build children's confidence in their new environment.

Children's behaviour is good. Staff are good role models and use gentle reminders to reinforce their behaviour expectations. Children participate in discussions about behaviour and feelings. This helps them develop their emotional vocabulary.

Staff are ambitious for all children's well-being and achievements. They focus on promoting children's confidence by providing encouragement and praise. Children develop their independence as they explore the environment, both inside and outside. They make choices for themselves and show good levels of engagement as they explore activities. For instance, children spend a great length of time engaged in imaginative play with the train set. They freely turn-take and share resources with each other. Staff extend this learning by introducing different vocabulary and modelling new words. Staff work closely with parents and other professionals to provide targeted support when this is needed. All children, including those with special educational needs and/or disabilities (SEND), make good progress.

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

- The key-person system is effective, and staff know the individual needs of children well. They use observations and assessments of children's learning and development to plan what children need to learn next. This helps to ensure that all children, including children in receipt of additional funding, make good progress from their starting points in development.
- Leaders provide a curriculum that is ambitious and builds on children's current strengths to help them move on to their next stage of learning. Children hear a lot of vocabulary, including in their own and others' home languages. This helps children, including those who speak English as an additional language, to make good progress in their communication skills and become confident talkers.
- A flexible daily routine helps children to understand what happens next. However, sometimes, the organisation of some routines and activities does not always help children to fully engage. This is because, at times, some staff unintentionally distract children who are engrossed in tasks. This interrupts their focus and concentration on activities they are absorbed in.
- Children's physical development is actively promoted in this pre-school. Children benefit from daily access to the garden. For example, they climb, play with balls

and ride wheeled toys. Additionally, staff ensure that children strengthen their hand muscles while exploring malleable materials such as sand, rice and play dough.

- Staff provide good support to help children to learn how to manage their behaviour. They remind them to be kind and about taking turns fairly. This helps children to work together and to respect each other. For instance, children collaborate in taking turns with push vehicles while staff praise them for sharing.
- Children with SEND are particularly well supported. Managers and staff work together to carefully consider any external support that children may need. They liaise with experts outside the setting. All children receive the timely support that they need to achieve the best outcomes.
- The managers have a clear vision and a keenness to drive improvement. They observe staff's practice and provide constructive feedback to improve their knowledge and skills further. Staff comment that they feel valued and enjoy working at the pre-school. The managers are reflective and identify that some staff are still developing their confidence in their roles and responsibilities. However, systems to monitor the effectiveness of staff training on their practice are not yet fully effective.
- Partnerships with parents are well established. Parents and carers speak highly of the pre-school and praise the friendly, caring staff. They comment on how well staff support their children's interests and needs. Staff support parents who speak English as an additional language as they share daily feedback in their home languages. This promotes continuity in children's care and learning.

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:

- improve the organisation of some routines and activities to help support children's engagement more consistently
- further enhance the arrangements for the supervision of staff to monitor and assess the impact of training on their personal effectiveness.

Setting details

Unique reference number	2691285
Local authority	Enfield
Inspection number	10360173
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	43
Number of children on roll	33
Name of registered person	Little Wellingtons Pre-School Limited
Registered person unique reference number	RP535225
Telephone number	07956842151
Date of previous inspection	Not applicable

Information about this early years setting

Little Wellingtons Childcare registered in 2022. The pre-school operates from the Ponders End Methodist church, in the London Borough of Enfield. The pre-school operates during term time, from 9am to 3pm, Monday to Friday. It employs seven members of staff. Of these, four hold appropriate early years qualifications at level 3 or above, and the manager holds early years professional status. The pre-school provides funded care and early education.

Information about this inspection

Inspector

Megan McClellan

Inspection activities

- The inspection started on 11 October 2024. The inspector returned on 23 October 2024 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with the managers about the leadership and management of the pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The managers and inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the pre-school with the inspector.

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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