

Inspection of Early Learners Centre Pre-School

Trinity U R C, 58 Orford Road, LONDON E17 9QL

Inspection date: 9 December 2024

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

Managers and staff know the children who attend the pre-school very well. They invest the time to learn about each child's interests, home lives and starting points in development when they start. This helps children to settle in well. The pre-school has a strong key-person system, which is focused on children's well-being and personal development. Children are very happy and thrive in the pre-school. They form close attachments with staff due to their warm, sensitive and caring interactions. Generally, children's behaviour is positive, with staff setting clear expectations at the beginning of each session. Children confidently recall the importance of sharing, taking turns, listening and using good manners. Children play harmoniously together.

Staff are dedicated to ensuring that all children make the best possible progress. They implement a carefully planned curriculum that considers each child's next steps in learning and individual interests. Overall, staff place a strong focus on supporting children's communication, language and social skills. Staff tailor their support for children's language development, particularly for children who speak English as an additional language. This helps all children to communicate effectively. For instance, staff use visual aids and Makaton sign language and learn key words in children's home languages. They also encourage children to use a lending library to take books home to read with their parents and carers. Staff introduce new vocabulary and provide a running commentary on children's play, helping them to become confident communicators.

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

- Managers offer strong support to staff, who greatly value and appreciate the personal and professional assistance they receive. Managers ensure that staff have access to relevant training to enhance their practice, including visits to exemplary settings in the local area. Additionally, managers provide support and time for staff to pursue further qualifications.
- Parents greatly appreciate the support that staff provide for their children. They often comment on how excited their children are to attend the pre-school. Parents also value the assistance staff offer, such as helping them learn strategies that they can use to support their children's learning at home.
- Staff regularly share information with parents to support children's development. They make sure that they provide daily feedback during pick-up times. Staff invite parents to celebrate cultural days and diversity in the pre-school. This supports children to develop their understanding of and respect for others.
- Staff plan plenty of opportunities to support children to develop their independence. For example, children learn to use the toilet, wash their hands and put on their coats. Staff also remind younger children to use the nose-

wiping and hydration stations, helping them to build confidence in managing their own self-care.

- Staff have a clear understanding of their roles and work closely with other professionals, including local authority teams and health visitors, to support children with special educational needs and/or disabilities (SEND). They implement additional interventions and strategies to help all children succeed.
- Managers make effective use of early years pupil premium funding to enhance children's education. They collaborate closely with children's key persons to determine how the funding can be used to address any gaps in their development. For example, managers invest in targeted resources that support children's individual next steps in development. As a result, children receiving early years pupil premium funding make strong progress in their learning.
- Generally, staff interact well with children. However, there are moments when, in their eagerness to support children, they do not always allow enough time for children to think and respond to questions. In some instances, staff ask questions quickly, and step in to answer or guide children too soon. This limits opportunities for children to process and think independently.
- Managers and staff are dedicated to teaching children how to recognise hazards and stay safe. For example, staff involve children in carrying out risk assessments of the resources and learning environments before and after their play.
- Overall, staff encourage children's good behaviour by guiding them to follow the golden rules in the pre-school. However, they do not consistently use effective strategies to support smooth transitions between daily routines and activities. As a result, this can lead to higher noise levels and children not being engaged or focused in their 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:

- allow children sufficient time to think and respond to questions asked
- implement strategies to support smoother transitions between activities, to help children to stay engaged and focused at all times.

Setting details

Unique reference number	EY468617
Local authority	London Borough of Waltham Forest
Inspection number	10359994
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	30
Name of registered person	Early Learners Centre Ltd
Registered person unique reference number	RP902792
Telephone number	0207 041 9934
Date of previous inspection	17 December 2018

Information about this early years setting

Early Learners Centre Pre-School registered in 2013 and is located in Walthamstow, in the London Borough of Waltham Forest. The pre-school employs five members of staff. Of these, one member of staff holds an appropriate early years qualification at level 6 and four staff hold qualifications at level 3. The pre-school is open during term time, from 8.45am until 3.15pm, Monday to Friday. It provides government-funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 quality of education being provided and assessed the impact on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector and the manager carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.

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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