

Inspection of Highlands Village Pre-School LTD

Highlands Village Hall Community Association, Village Hall, 5 Florey Square, London N21 1UJ

Inspection date:

25 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff provide an inspirational and ambitious curriculum that engages children exceptionally well. Staff provide an enticing environment with plentiful resources and natural materials. They encourage children to freely explore and experiment in a variety of imaginative ways. Staff interact and communicate with the children effectively. They instinctively know when to provide children with extra support to extend their understanding or step back and let children develop their own learning. Staff sensitively engage with children to enhance their play and learning experiences. Staff model an extensive range of vocabulary. Children consistently hear and practise new words, becoming confident communicators.

Staff are nurturing and caring and have excellent bonds with children. Staff discuss how enabling children across the nursery to mingle and play together at different times throughout the day benefits them. It helps to strengthen children's social skills and allows them to build bonds with all the staff. Children display excellent behaviour and are aware of and attentive to the way children feel and express their emotions. Staff encourage children to talk about their feelings in a variety of ways. For example, children use an emotion board to put their own pictures and write the corresponding emotion, indicating how they feel.

Children thrive and are making rapid progress in their learning and development. Staff know the children exceptionally well. All staff take great pride in celebrating children's achievements, such as when they dig for worms and become captivated as they watch them move through the soil. Staff's praise boosts children's confidence and self-esteem. Children are eager to try new things and have a 'can-do' attitude. They fully engross themselves in activities. For instance, they maintain the highest levels of concentration as they use sparkly beads and jewels to decorate mermaids' tails.

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

- Leaders and staff are extremely passionate about providing high-quality care and education. They have initiated several measures to support the children and their parents. For example, to support parents and children through new experiences and emotional change, staff send books home for children to read with their parents.
- Staff work exceptionally well as a team and seamlessly deploy themselves to best support children's learning. They skilfully interact with children as they play and use their knowledge to continually extend what children know and can do. For example, older children are encouraged to share and recall their experiences, predict and problem-solve. They assess risks themselves, such as when negotiating their self-made obstacle courses.

- Staff receive regular supervision and complete a variety of training. They say that they greatly enjoy working with the children and show that they are reflective on their roles and how these can develop or be improved. Staff consistently comment that their well-being is a priority and that they feel extremely supported to fulfil their roles.
- Children's well-being is important to staff. Staff are excellent role models and reinforce the positive behaviour that children display, gently correcting unwanted behaviour and reinforcing positive behaviour with their meaningful acknowledgement. The attentive staff promptly acknowledge all children's efforts, providing instant reinforcement for this positive behaviour.
- Children learn about and lead healthy lifestyles. They enjoy healthy snacks and discuss why they need to drink water and the importance of good hygiene. Children greatly enjoy being in the fresh air. Children imaginatively use natural resources and cooperate with each other to manoeuvre planks, logs, tyres and decorated cardboard boxes to make vehicles and pretend to be pirates on a ship. Staff encourage children's creativity and bring the different areas of learning into these occasions to meaningfully extend children's experiences and skills.
- Leaders and staff work swiftly with parents and other professionals when they identify children's emerging needs. Children benefit from the highly effective partnerships in place with local schools and local authority advisers. The special educational needs coordinator has created comprehensive speech and language programmes, which enable staff to swiftly implement bespoke support for children. Children's communication and social skills, along with learning to self-regulate emotions, are a focus since the COVID-19 pandemic.
- Partnerships with parents are excellent. Parents are highly complimentary of the care provided to their children and the progress they make. They describe the staff as 'inspirational', 'creative' and 'caring'. They also comment on the great communication and say that they feel lucky to be a part of this exceptional nursery. Staff encourage parents to share their expertise. Parents come to the nursery to read stories to children or share cultural festivals and traditions.
- Children receive an enriching programme of learning about other cultures and their local community. Children relish outings into the local community. For instance, they learn road safety as they carefully cross the roads when visiting the large supermarket to buy a variety of foods for their snack. In addition, there are bilingual resources, and parents receive encouragement to share their backgrounds so that staff can authentically incorporate them in activities. Staff develop a positive community spirit to enhance the children's sense of belonging in their local area.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY382089
Local authority	Enfield
Inspection number	10364303
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	53
Name of registered person	Highlands Village Pre-School Limited
Registered person unique reference number	RP528507
Telephone number	02083604540
Date of previous inspection	28 January 2019

Information about this early years setting

Highlands Village Pre-School LTD registered in 2008. It is situated in the London Borough of Enfield. The pre-school is open from 9am to 3.30pm, every weekday, during term time only. The setting runs a breakfast club from 8am to 9am. The provider employs eight members of staff. Of these, seven have appropriate childcare qualifications from levels 3 to 6. The manager has achieved early years professional status. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a physical and communication activity with the provider.
- The provider shared a sample of key documentation with the inspector.
- The inspector spoke to several parents and also took account of their written views of the setting.

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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