

Inspection of Handsworth Pre-School

Highams Park Baptist Church, Cavendish Road, LONDON E4 9NG

Inspection date: 29 January 2025

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

Children are happy in this pre-school. They eagerly run to greet their friends and staff as they say goodbye to their parents. Children are confident and secure. Staff build strong relationships with children. They recognise the positive impact this has on children's learning and development. The managers have created a curriculum that centres around the skills children need to learn to help them prepare for their next stage of learning. All children make good progress. Staff build on children's experiences and extend their learning through their interests. For example, when children show a curiosity in 'sinking' during snack time, staff extend this further by providing an activity where children have to predict if various items will float or sink in water.

Children are confident to try to do things for themselves. All staff are attentive and are good role models. They have high expectations for children's behaviour. Children understand these expectations and demonstrate excellent manners and behaviour. Staff encourage children to develop their social skills. For example, they praise children when they are kind and considerate to others. Staff help children to learn about communities beyond their own by teaching about different cultures and traditions. For example, during Chinese New Year celebrations, children learn about kindness and learn to say Happy New Year in Chinese. Children enjoy being expressive and create their own dance moves to Chinese music.

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

- Children show a good understanding of early mathematics. Staff routinely count with children and introduce mathematical concepts, such as comparing size, quantity and shape. Staff help children's early communication skills by engaging children in quality interactions. Group times are fun and age-appropriate. This ensures the children remain engaged in their learning.
- Children with special educational needs and/or disabilities (SEND) receive tailored support to help them progress in their learning. Staff understand what each child can do and what they need to learn next. They work closely with parents and other professionals to ensure that children receive the support they need. Additional funding is used well. For example, managers use funding to provide children with one-to-one time with staff.
- Staff encourage children to do things for themselves. Children choose and carefully serve their own snack, pour their own drinks and select the toys they wish to play with. Staff teach children about healthy choices. Children have plenty of opportunities to be physically active.
- Partnerships with parents are good. Parents comment on the effectiveness of communication and the consistency of the staffing team. They report that they receive information about their children's learning and development, both

verbally and through an online system. Parents comment that their children develop good levels of communication and language skills and the knowledge of how to build friendships with others.

- The managers are ambitious and regularly review the provision. Recent improvements such as creating a cosy book corner and adding books to other areas have been made to encourage children's early literacy skills. However, at times, staff do not always make use of opportunities to promote literacy during children's play.
- The dedicated and passionate management team ensures that staff receive regular guidance. Staff comment that they feel supported in their roles. However, managers have not yet focused professional development on enhancing staff's knowledge and practice to a higher level.

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:

- continue to improve children's literacy skills during everyday play experiences
- enhance monitoring systems to provide even greater consistency in the quality of teaching.

Setting details

Unique reference number	EY543123
Local authority	London Borough of Waltham Forest
Inspection number	10368475
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	38
Number of children on roll	17
Name of registered person	Handsworth Pre-School Committee
Registered person unique reference number	RP525280
Telephone number	07932 154133
Date of previous inspection	21 March 2019

Information about this early years setting

Handsworth Pre-School registered in 2016. It is situated in Highams Park, in the London Borough of Waltham Forest. The pre-school operates from Monday to Friday, from 9am to 2.30pm, during term time only. The provider employs five members of staff, including the manager. Of these, four hold early years qualifications at level 3. The pre-school provides government funded childcare.

Information about this inspection

Inspector
Claire Nunn

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- The inspector talked to children and staff at appropriate times during the inspection.
- The management team spoke to the inspector about how it supports children with SEND.
- 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 manager and the inspector carried out a joint observation during snack time.

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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