

Inspection of Woodland Wanderers

74-76 Myddleton Road, London N22 8NQ

Inspection date: 9 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 are warmly welcomed into this homely setting; they cannot wait to see their friends and key persons and start their day. Staff ensure that children feel valued, secure and listened to. The environment is ready and planned following their interests and ideas, meaning children are eager and motivated to join in and play. Staff form strong attachments and work seamlessly as a team to get to know all the children, their interests and next steps. They track their learning and development and use in-the-moment planning ideas.

Children benefit from quality interactions. Staff guide play and learning well with open-ended questioning that builds on what children know and extends learning. They maintain attention and concentrate for long periods, demonstrating good fine motor skills as they tackle their daily tasks, such as grating their own soap and washing their shoes after a muddy walk.

Staff foster children's curiosity and love of the outdoors. They are immersed in forest school outings, which enhance their curriculum for physical development. Children take risks and enjoy climbing, balancing and exploring nature every week.

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

- Children feel confident to express their feelings and share their thoughts. Throughout the day, they make many choices and enjoy deciding what trip they will be going on, what they would like to eat and what stories they would like to read. They are confident communicators, and staff support their language development well. They model vocabulary and use new words to help all children, including those who speak English as an additional language, to flourish.
- Children love reading and sharing books because staff are such engaging storytellers. They use props and retell stories and children listen intently. They have a wonderful repertoire of songs, and children join in enthusiastically singing in their engaging Spanish classes each week.
- The curriculum is ambitious, and children benefit from a range of planned experiences that enhance their mathematical development and knowledge of the world around them. They are able to sort, count and categorise objects and use their own ideas to build stairs and towers with blocks.
- Children have plenty of opportunities to explore freely and express themselves. They choose from well-organised, exciting resources. They feel safe and secure as they select activities and are willing to have a go. They enjoy finding their family photos and sharing ideas and information from home.
- Adults foster independence and encourage children to explore resources and get themselves ready for outings. They are encouraged to tidy up and prepare their

own snack. However, staff do not always implement boundaries consistently. This sometimes impacts the children's attitudes towards learning, their behaviour and following routines.

- Parents speak highly of this homely setting. They share the same vision as the practitioners and work in partnership to support their children's learning. They are happy with how the staff communicate and the experiences the children have. They can see the progress children are making and are amazed by their confidence and independence skills. They feel children receive a broad and ambitious curriculum and most importantly, are ready for the next stage of education.
- Leaders are passionate and dedicated to this nursery. They support their staff well and plan for professional development, training and supervision to extend staff's knowledge. They regularly seek opportunities to build on knowledge for forest school, Makaton and Montessori teaching approaches. Staff speak highly of their well-being and being part of this special team.
- Leaders and managers embrace cultural diversity and lead with integrity. They are inclusive and ensure that children receive the support they need. They have an active role in the community, going above and beyond to involve children in local life, buying produce for shops, visiting the local open spaces and taking part in cultural festivals.

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:

- embed a more effective routine to meet all children's needs and implement strategies to support children's behaviour and attitudes towards learning even further.

Setting details

Unique reference number	2673853
Local authority	Haringey
Inspection number	10355115
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	35
Number of children on roll	21
Name of registered person	WOODLAND WANDERERS LTD
Registered person unique reference number	2673850
Telephone number	07916175662
Date of previous inspection	Not applicable

Information about this early years setting

Woodland Wanderers registered in 2022. It operates from Bowes Park in the London Borough of Haringey. It opens Monday to Friday, from 8am to 6pm, all year round, except for two weeks at Christmas and Easter and bank holidays.

Information about this inspection

Inspector

Sara Vincent

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 told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 inspector spoke to several parents during the inspection and took account of their views
- 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.

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