

Inspection of Premier@Woodgrange

Woodgrange Infant School, Sebert Road, LONDON E7 0NJ

Inspection date:

31 October 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Leaders and staff make children's time at this setting enjoyable and fun. They successfully take into consideration children's interests when setting up activities for them, to help encourage high levels of engagement. Children visibly enjoy coming to the setting. Staff join in with children's play, supporting their participation well. For instance, they show children how to correctly build a tower out of blocks to help support their play. Children enjoy working together to achieve an end goal and concentrate well during activities.

Children behave well. All staff have high expectations of children's behaviour. They provide clear instructions for children to follow and children know how to behave. For instance, during reading sessions in the library area, staff remind children how to look after books and to ensure they tidy them away after use. Children are calm and considerate of their surroundings.

Early years children who attend settle in very well. They arrive at the setting keen to explore and visibly happy. Leaders ensure early years children have familiar and consistent staff working with them to help build strong relationships. Children are confident and secure and enjoy the company of the adults caring for them.

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

- Staff know the children who attend well. They know what children like and enjoy and know when they need extra support and guidance during their play. Staff support children with special educational needs and/or disabilities well. They know how to adapt the routine to help meet children's individual needs.
- Leaders establish effective partnerships with other professionals, such as children's school teachers, to help provide consistency in the care and support they provide children.
- Staff encourage children to be independent and make their own choices. Children are able to select the snack they want and also help to tidy away their plates when they are finished. Children act responsibly and have good opportunities to grow in confidence.
- Children's care needs are met well. Staff know about children's dietary requirements and any allergies they may have are managed effectively. They also implement good hygiene practices to help support children's good health. For instance, children wash their hands before eating to help prevent the spread of infection.
- Staff plan good opportunities for children to continue to develop the skills they learn at school. For instance, staff plan reading sessions in the school library and children explore books, practising their early reading skills. Staff read books to

children, discuss stories and encourage conversation. Children listen with great intent.

- Children have good opportunities to be physically active. They have space outdoors to run, play football and climb in the 'woods'. Children eat healthy foods for snack. Staff support their physical health and well-being effectively.
- Leaders seek the feedback from others, such as parents and staff, to help reflect on the setting's practices and to make any improvements as necessary. Staff have opportunities to complete mandatory training, such as safeguarding and paediatric first aid to help ensure they can maintain children's welfare.
- Partnerships with parents are effective. Leaders share relevant information with parents, such as policies and procedures, to help them know about the care they provide for children. Staff work with parents and share information to help provide consistency for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a suitable understanding of their safeguarding responsibilities. They know the signs that may indicate a child is at risk of harm and how to report their concerns. They also understand what to do if they have concerns about any staff member. The premises are secure and safe for children. Leaders carry out vetting checks effectively to ensure staff are suitable to work with children.

Setting details

Unique reference number	2696773
Local authority	Newham
Inspection number	10303524
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 6
Total number of places	50
Number of children on roll	50
Name of registered person	Verona Sports Limited
Registered person unique reference number	2591334
Telephone number	020 85342120
Date of previous inspection	Not applicable

Information about this early years setting

Premier@Woodgrange registered in 2022. The setting is located in the London Borough of Newham. It provides a breakfast club and an after-school club for children who attend Woodgrange Infant School. It operates during term time only, each weekday. The provider employs five members of staff, of whom two hold suitable qualifications at level 2.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- 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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