

Inspection of Wonderlands Pre-School

117 Hertford Road, ENFIELD, Middlesex EN3 5JF

Inspection date:

11 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The curriculum lacks ambition and is poorly organised. Leaders do not identify the knowledge and skills children need to learn in sequence, so children's progress is left to chance. Staff sometimes draw on children's interests, for example, when supporting them to cut fruit and make a fruit salad, but they do not set or communicate clear learning intentions. Activities, therefore, do not build children's knowledge effectively, and children do not make the progress they are capable of.

Staff do not adapt activities to meet children's individual needs, which limits children's success and reduces their confidence and independence for the next stage of learning. Leaders do not provide staff with the guidance or professional development needed to improve practice and there are ongoing weaknesses in teaching and curriculum planning.

Most children are settled and show secure attachments to staff. They enjoy time with their peers indoors and outdoors and engage calmly in play, such as filling and emptying watering cans at the water tray. Relationships are generally positive, and staff are kind and nurturing. Younger children are comforted by cuddles from familiar adults, which helps them feel secure and willing to explore the activities on offer.

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

- Leaders do not have a secure understanding of the statutory requirements of the revised early years foundation stage (EYFS). In particular, they lack knowledge of the training and professional development obligations for staff. As a result, leaders fail to ensure that all staff receive the necessary training to ensure children's safety.
- Leaders do not demonstrate a secure understanding of the curriculum or how learning should be sequenced. As a result, activities often capture children's interests but lack clear learning intentions or links to next steps. This means children's progress is not consistently monitored or built upon. While staff provide some language opportunities through songs and stories, these are not adapted effectively, particularly for children who speak English as an additional language, so not all children make the progress they could.
- The systems for sharing information about children are ineffective. When new children join, key persons do not gather enough detail to understand their care and learning needs, so some children do not receive appropriate support during settling in. The key-person system, central to ensuring children's welfare, is weak. Leaders do not maintain effective oversight of staff knowledge and practice. They fail to follow up observations with meaningful feedback or use supervision to identify gaps in staff knowledge, so practice does not improve.

- Staff build secure relationships with children. Their interactions are warm and supportive. Staff listen to children and respond positively to what they say. Children generally behave well and follow daily routines. Staff use a range of strategies, such as visual timetables and clapping prompts, to support children to understand what is expected of them. Children have some opportunities to develop their independence skills in the setting, such as pouring their own water, but this is not consistent across the setting.
- Staff maintain a clean and welcoming environment. They promote healthy lifestyles, for example, by providing nutritious snacks, encouraging daily access to the garden and sharing guidance with parents about healthy lunch boxes. Staff also raise awareness of oral health with children and families, reinforcing the importance of good hygiene.
- Staff build positive relationships with the parents. Parents state that their children are happy to come to nursery and value the kind staff who take care of them.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure leaders have a secure, up-to-date knowledge of the early years foundation stage (EYFS) and use this to provide targeted training and guidance so that staff implement the curriculum consistently and meet all children's needs	09/10/2025
implement an ambitious curriculum that is effective in supporting all children to make good progress across all areas of learning	09/10/2025
ensure the key-person system is monitored effectively to meet children's individual needs and promote partnerships with families.	09/10/2025

Setting details

Unique reference number	EY271411
Local authority	Enfield
Inspection number	10399024
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	40
Number of children on roll	13
Name of registered person	Martin, Barbara Ann
Registered person unique reference number	RP511675
Telephone number	0208 805 5975
Date of previous inspection	18 November 2019

Information about this early years setting

Wonderlands Pre-School playgroup registered in 2004. It operates from a community hall in Enfield. The pre-school is open Monday to Friday from 8.30am until 3.30pm, term time only. The provider receives funding for free early years education for children aged two, three and four years. Seven staff work at the nursery, six of whom hold relevant childcare qualifications at level 3 or level 2.

Information about this inspection

Inspector

Rivka Bick

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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and the manager carried out a joint observation of an adult-led activity.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector talked to staff at appropriate times 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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