



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305453

DfES Number:

### INSPECTION DETAILS

Inspection Date 03/11/2004  
Inspector Name Sylvia Cornock

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Wrenbury Pre-School Playgroup  
Setting Address Wrenbury House  
Nantwich Road, Wrenbury  
Nantwich  
Cheshire  
CW5 8EN

### REGISTERED PROVIDER DETAILS

Name Wrenbury Pre-School Playgroup 1094723

### ORGANISATION DETAILS

Name Wrenbury Pre-School Playgroup  
Address School House  
Nantwich Road, Wrenbury  
Nantwich  
Cheshire  
CW5 8EN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Wrenbury Pre-school opened in 1975 and the Out of School Club in 2000. They both operate from the ground floor of the School House within the grounds of Wrenbury Primary School. The premises are situated in the rural village of Wrenbury. The areas used are three rooms and hallway inside and an enclosed outside play area. It serves the local community and beyond.

There are currently 72 children from two to eight years on roll. This includes 22 funded three year olds and no funded four year olds. Children attend for a variety of sessions. The setting currently has no children with special needs, or who speak English as an additional language.

The Out of School will take children up to the age of eleven years.

The setting opens five days Monday to Friday each week, during term time. Sessions for playgroup are 09:00 to 11:30 and Out of school 08:00 to 08:50 and 15:30 to 18:00.

Two full time and three part time members of staff work directly with the children. One member has an early years qualification to NVQ level three, one member has NVQ level two and is currently undertaking NVQ level three, with one member currently completing NVQ level three in childcare. They also have a student who is completing NVQ level two in childcare.

A teacher from Sure Start supports the setting. They are members of the Pre-school Learning Alliance with regular support from the co-ordinator, and have strong links with the school.

### How good is the Day Care?

Wrenbury Pre-school and Out Of School Club provides good quality care for children. Staff are enthusiastic and committed to further training to enhance existing good practice. Staff/child ratios are good, which enables children to receive appropriate

support and encouragement during each session. The environment offers a warm and welcoming atmosphere where children feel valued. Space is used well, with suitable equipment and furniture provided for all children attending. All documentation is in place and well kept.

There are well managed, clear routines that help children feel secure. Staff complete regular risk assessments on the building and equipment. Staff emphasises safety at all times and children have a good awareness of potential dangers. Children's individual dietary needs are met well. Aspects of hygiene practices are good throughout the pre-school. All children in the pre-school and out of school club have equal access to all activities. There is a clear child protection policy for staff and parents, however there is some information omitted.

The pre-school and out of school club plans a wide variety of interesting and exciting activities both indoors and outside for all children. The large range of good quality equipment ensures children have many opportunities to develop and learn, and to progress to their full potential. Staff know the children well, they encourage them by talking and playing imaginatively, which help children look forward to their day. Staff/child interaction is effective, as a result the children have 'fun' and their behaviour is good.

There are very good relationships with parents. The business-like approach and well documented policies ensure continuity of care for their children. They share information about the children through daily discussion. Most parents are involved in the helping in the pre-school on a daily rota. Parents make positive comments about the care provided.

#### **What has improved since the last inspection?**

At the last inspection the setting agreed to develop the registration system to include times of arrival and departure of children and to update their policies and procedures on the administration of medication, complaints and child protection. They were also asked to devise a written procedure for the safe conduct of outings and confirm that the electrical installation conforms to safety requirements. The introduction of a new system for daily registration and the updating of the risk assessment, policies and procedural documentation, ensures the safety and well being for all children. The setting has certification of the electrical installation and yearly checks on equipment.

#### **What is being done well?**

- Staff regularly update their qualifications as they undertake training to ensure they exceed the requirements for qualifications.
- Good use is made of available space both indoors and out. The room is laid out to allow the children easy access to toys and equipment. Frequent use is made of the facilities within the school grounds.
- Children have the opportunity to be involved in a suitable range of activities, they are given choices, their interests taken into account, they are able to complete homework if they choose.

- A high priority is given to the procedures for fire safety and security of premises. Safety issues are discussed with older children.
- Good hygiene routines are in place with the children. there is a procedure in place if children should become ill to ensure that the children are well cared for.
- A good partnership exists with parents. The setting ensures that they care for the children in accordance with their parents wishes, and talks to them daily about their activities.

#### **What needs to be improved?**

- the inclusion in the child protection policy of the local social services and police information.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation   |
|-----|--|
| 13  | ensure that the child protection policy and procedure playgroup and out of school includes the telephone numbers of the local social service and police. |

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Provision is of high quality. Children are making very good progress towards the Early Learning Goals in all six areas of learning. They are happy and confident within the setting and demonstrate a high level of involvement and enjoyment in activities provided.

The quality of teaching is very good. Staff demonstrate a secure knowledge and understanding of the early learning goals and plan an effective curriculum which enables children to make very good progress. Written observations and assessments of children are used effectively to inform future planning. Staff provide a stimulating and rich environment and children have access to good quality and plentiful resources. However the outside play area has further potential to extend children's physical skills and imagination. Staff support, encourage and challenge children's thinking using skilful questioning techniques and very good intervention. Staff encourage children to initiate their own learning and independence through everyday situations and planned activities.

The leadership and management of the setting is very good. The committee liaise closely with the staff who are committed to developing the care and education for all children who attend. A very good operational plan is in place and comprehensive policies and procedures are reflected in practice and have a positive impact on both children and staff. Strong leadership supports a very good working environment and ensures high standards.

The partnership with parents is very good. Parents are encouraged to be involved in their children's learning and strong links have been developed with home and the setting. Parents have good opportunities to share what they know about their child and are well informed about their child's progress and achievements. Parents are given good-quality verbal and written information about the setting and the nursery education.

### What is being done well?

- Staff use their knowledge of the Foundation Stage to plan activities to meet children's individual needs. They provide an effective curriculum covering all areas of learning. They support, encourage and challenge children's thinking and provide a stimulating environment, where children are clearly valued and included. They are good role models and have a warm relationship with the children.
- The effectiveness of the leadership and management in assessing and monitoring the provision for nursery education. The observations and monitoring of children's achievements ensure the planning of future activities are based on individual learning needs of the children.

- There is a good balance of free play and adult initiated activity within the setting. Children are able to choose from a wide range of play materials which are easily accessible to them. They have freedom of movement to alternate from one activity base to another.
- The pre-school's routine incorporates active and quiet times allowing children to engage in physical and relaxing activities.
- Children show interest and are confident and secure within the setting. They enjoy the activities and make very good strides in learning.
- Effective systems are in place for keeping parents informed about their children's achievements and progress.

#### **What needs to be improved?**

- use the outside play area more imaginatively to extend children's learning in all areas within the curriculum.

#### **What has improved since the last inspection?**

the pre-school has made very good progress towards implementing the three key issues made at their last inspection:

the development of the system for the planned activities and the quality of teaching in the overall provision, is monitored and assessed to ensure children's learning in all six areas is achieved. Children are provided with many opportunities to select and initiate their own activities, with time allowed for them to concentrate and persevere to complete their chosen activity. This enhances children's independence and learning skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure within the setting. Children's behaviour is very good. They are kind and considerate to each other and treat each other with respect. They develop their confidence from having opportunities to be independent in selecting their own activities and putting things away. They are becoming increasingly self reliant. Children demonstrate a high level of involvement in activities, they show an interest, concentrate and are motivated to learn.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate well with each other and the staff, using language with increasing confidence and developing skill. They are confident when speaking in groups. Dialogue in role play is particularly imaginative. Children are beginning to recognise their own names, can match sounds to letters and letters to form words. Children enjoy stories and participating in actions. They freely select books and have many opportunities to use their writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to use their counting skills, they count to 10 with more able children up to 20 and beyond. They count and solve mathematical problems well in planned practical activities, such as weighing the compare bears. They have a good understanding of addition and subtraction, as they add and take away in their songs and rhymes. Children recognise shape, they use language well to describe size, shape and quantity, when looking at objects through magnifying glasses.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment through observing the immediate surroundings, they wave to the farmer on his tractor as he passes. They examine and explore a wide range of objects, materials and living things by using their senses. They look at similarities, differences and change as they compare acorns and conkers. They are developing an awareness of the wider world as they celebrate festivals and special events. They have access to computers where they show confidence and use them well.

**PHYSICAL DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children move around the environment with confidence and good control. They show an awareness of space, themselves and others, both inside and outside. They have many opportunities to develop strength and balance through using climbing apparatus and wheeled toys in the outside play area. However this area has potential for extending its use. Children handle small tools such as writing implements, scissors, brushes and glue spreaders with good control.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

The children enjoy exploring colour in imaginative ways through art and craft activities. They use different textures and materials as they create wall displays of various vegetables. They express and communicate their ideas, thoughts and feelings as they role play in the home corner. They respond to what they see, taste, touch and feel when experimenting with sweet corn. They use small equipment well, fitting, building and construction kits with dexterity.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues, but one point for consideration;
- extend the planned use of the outside play area to include more opportunities for the children to use the equipment imaginatively, enabling other areas within the curriculum to be further developed.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*