

Wrea Green Pre-School Nursery

Pre-School Building, Wrea Green, PRESTON, PR4 2WA

Inspection date

Previous inspection date

15/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are excited and inspired in the exceptionally well-planned environment, which is equipped with flexible, open-ended, high quality resources. As a consequence, children are challenged, independent and active learners.
- Children are exceptionally well motivated as they are readily greeted by practitioners who know them well, consequently, they settle easily and are secure in the setting. Key persons are very skilled and support children in their next stage of their learning in preparation for their transition onto school.
- Through the excellent observation, assessment and planning systems, combined with the superb use of additional programmes, such as, phonics, French lessons and the vegetable allotment, children are provided with exceptional educational programmes, which have depth and breadth across the curriculum.
- Leadership and management are strong creating a highly positive ethos within the setting. The team are committed and have high expectations, which are communicated through the implementation of the outstanding documentation, team meetings and daily supervision to provide a consistent and high quality of teaching practices.
- Highly effective partnerships, with both parents and external agencies, make an excellent contribution to meeting children's needs.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall, the outside learning environment and viewed equipment, resources and equipment.
- The inspector held meetings with the manager of the provision, the teacher and members of staff.
- Prior to visiting, the inspector viewed the provider's details and information on the setting.
- During the inspection, the inspector viewed children's assessment and planning records. Regulatory documentation regarding adult's suitability, children's details and any relevant information.

Inspector

Janet Singleton

Full Report

Information about the setting

Wrea Green Pre-School Nursery was registered again in 2012, having previously been operating for approximately 20 years. This being as a result to changes to the management structure. It is situated in a purpose built premises in the Wrea Green area of Preston, Lancashire and is managed by a private provider. The pre-school serves the

local area and is accessible to all children.

The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. Day care is provided within the main room and dedicated story room. There is a designated outdoor play area.

The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications from level 3 upwards. There is a member of staff with Qualified Teacher Status and the manager holds Early Years Professional Status. The pre-school opens Monday to Friday, term time only. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 36 children on roll, of whom 29 are within the early years age group. The nursery provides funded early education for two, three- and four-year-olds. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the already thorough self-evaluation to keep it updated with changes made to addressing identified areas for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive in this stimulating and high quality provision. Their enthusiasm for learning is promoted as they actively seek out experiences, such as, role play and malleable material and make superb choices about their play. Staff understand each child in their care and know how they learn. Staff value and support children recognising that they learn through well-planned play and a rich and stimulating environment.

Children's early listening, reading and writing skills are exceptionally promoted through the highly effective use of phonics. The excellent teaching methods include the use of whiteboards, paper, coloured pens, letter formations and the use of alliteration. Through the superb use of mark making in all areas of play, children readily pick up pens and practise their writing skills with confidence. Consequently, they are extremely well prepared for the next stage in their learning, for example, school. There is an extremely sharp focus on helping children become independent, which supports their physical and personal, social and emotional skills. They pour their own drink and butter their own

crackers at snack time as they enjoy the social occasion, talking about their morning or the things that interest them. A strong emphasis is also placed on children being responsible, such as, tidying up and clearing their own plates at meal times. As a result, children fully understand the behavioural expectations, listen to staff and respond positively, resulting in behaviour that is mostly exemplary.

Highly individual planning based on the analysis and constant assessment of the children means that planning for their next steps is firmly rooted in the high quality observations and superb understanding of children's individual needs. By incorporating these areas into their play, children are guided towards learning. The excellent enhancement plan is planned a week in advance and is based on what the children are doing, to enable children to have a continuous progression in their activities and therefore, in their education.

Staff assist children in learning about technology through the use of the computer and activities, such as 'How switches work' where children learn concepts, for example, on and off and up and down. They also make connections between the movement of the switch and the resulting cause and effect, for example, a light being switched on. Children's physical development is supported through the use of indoor tools, such as, scissor work and jigsaw puzzles, to develop their finer movements. This, combined with fabulous opportunities to explore the outdoor area, such as, the excellent climbing equipment and the range of wheeled toys, allows for them to move freely and with pleasure and confidence in a number of ways. Children develop the skills of mathematics as they use the number lines, counting competently to 10 and above. They learn to calculate the total as they decide how many plates are needed at snack time. The pre-school has an allotment used for growing fruit and vegetables. For example, pumpkins, beans, leeks and potatoes and children are enthralled as they make and enjoy eating, their leek and potato soup. Consequently, they learn about the natural world and caring for plants, in order for them to grow and to be used. Children make decisions and plan their own play as they problem solve when carrying out activities, for example, threading beads. Children use their imagination in the role play as they happily seek out their friend, laughing and giggling as they demonstrate their feeling of being secure, happy and motivated.

Starting points are clearly identified through the completion of the 'All about Me' book at induction. This is included in the 'Learning Journey' record with the key person being responsible for linking with parents. Highly effective relationships with parents means that they are heavily involved in their child's learning. They contribute to the assessment process and engage in daily discussions about their child. A termly summary is provided for each child, covering each of the areas of learning and is shared with and completed with parents. In discussions with parents, they said how their views are taken into account, they feel supported and discussed how learning is consistently approached between the home and the setting. For example, working on children's personal social and emotional skills to ensure that they maximise the opportunities provided for them. Parents state that the staff are excellent and the ethos of the setting is superb.

The contribution of the early years provision to the well-being of children

The highly effective key person system means that children form secure attachments and their emotional well-being is supported. For example, children are exceptionally independent as they pour their own drinks at snack time and serve their own snack. They select resources, put on their own coats and manage their own personal needs in readiness for school. They display high levels of confidence and self-esteem as they negotiate with others, for example, sharing the tractor, as they demonstrate their excellent behaviour. Children recognise the music signalling time to tidy up and they remind younger children it is 'Tidy Up' time. They relish in being the one who has been the best 'tidy up' person as they receive the coveted trophy, delighting in their success. Consequently, they are motivated and their feelings of self-worth are promoted.

Children's good health and self-care is securely embedded as they attend to their personal needs. They are fully aware of the importance of healthy meals and talk about good foods as they eat their lunch, as staff engage in discussions regarding healthy foods. Children recognise their own needs for a drink and staff ensure that they can access the freely available water. They learn about the need for fresh air and exercise, in order to sustain energy and grow and develop their muscles as they delight in using the outdoor environment. Through the visit from the dental hygienist, they learn about oral hygiene and how to keep their teeth clean. Children's understanding of safety is enhanced as they take part in the evacuation practice and learn about the fire and rescue service, following their visit to the setting. This is re-enacted in the role play as they dress-up as fire fighters. Consequently, they begin to develop a secure knowledge of keeping themselves safe. They engage in achievable and motivating tasks and develop an excellent level of emotional security, in order that they can make the best of all activities in preparation for their next stage in their learning.

The effectiveness of the leadership and management of the early years provision

The inspirational leadership and management of the setting contributes significantly to the high achievements of the children. The staff team are secure and led by an Early Years Professional and a qualified teacher who have worked together for a number of years, resulting in a shared commitment to providing the best for the young children in their care. The changes to the management structures, resulting in the re-registration, have had no impact on the running of the setting. The management team have successfully completed a quality award and are fully aware of the strengths and weaknesses of the setting. A targeted approach to the development of the outdoor area and the purchasing of further resources for the construction area will enhance the already rich and stimulating environment. However, the already robust self-evaluation of the setting has not been updated in line with the changes already achieved regarding the outdoor area. This will give the setting an even more comprehensive understanding of where they are and what they yet need to do.

Staff are totally committed and extremely passionate about their work with children. All staff have an excellent understanding of their role in protecting children, safeguarding and

the welfare requirements, in order to keep children safe. The safeguarding policy is accessible to parents and information about how to raise a concern is available to them. Through the range of comprehensive policies and procedures systems are in place to ensure the recruitment of staff is robust and a strong approach to the appraisal and supervision of them is taken. Training is supported and based on identified staff skill areas to promote their learning. Safeguarding training is planned to keep all staff up to date with any associated changes.

Children's needs are extremely well met with highly effective links with parents and external agencies. This means that children's needs are individually planned for and all involved in the child's life contribute to the assessment procedures, resulting in them being meaningful and highly appropriate. Parent's comment on their child's assessment and are consulted on a daily basis as they collect them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY446305
Local authority	Lancashire
Inspection number	793760
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	29
Name of provider	Laura Jayne McCormack
Date of previous inspection	Not applicable
Telephone number	01772 684 444

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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