

# Wrestlingworth Pre-School

Wrestlingworth Memorial Hall, Church Lane, Wrestlingworth, Bedfordshire, SG19 2EU

## Inspection date

Previous inspection date

23/04/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- The thoughtfully planned playroom creates an enabling environment for all children which promotes independence and engages children in purposeful play. The children benefit from a good variety of interesting and stimulating activities.
- The vision, dedication and commitment of the manager and her deputy manager in establishing the new pre-school has resulted in a stimulating learning environment where children's welfare and care is accorded a high priority.
- Planning is based on children's interests to effectively promote their learning and development.
- Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- Children do not have free-flow access to the outside area throughout the year. Therefore, their outdoor learning opportunities are not maximised.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the hall and outside area.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Linda Bird

## Full Report

### Information about the setting

Wrestlingworth Pre-School was registered in November 2012 on the Early Years Register. It operates from one main room in a community building in Wrestlingworth, Bedfordshire. The pre-school is owned by a private provider and operates from Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm, with a lunch club on Tuesday and Wednesday. Children attend for a variety of sessions.

The pre-school employs two members of childcare staff; both of whom hold appropriate early years qualifications to level 3. There are 17 children attending within the early years age group. The pre-school provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- improve opportunities for outdoor provision by increasing free-flow access between indoor and outdoor provision.

## Inspection judgements

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

Children are motivated and eager to learn; they join in activities with enthusiasm and enjoy their time in the pre-school. Staff show a good understanding of varied teaching methods that engage children's interest and plan fun activities that encompass the areas of learning. The pre-school is well organised and children are able to make choices and to access a wide range of toys and equipment; as a result children are active and independent learners. This helps to ensure that the children are ready to fully benefit when they start school.

The pre-school places an appropriate priority on promoting children's physical development; children enjoy playing outside with the slide and ride-on toys. However, children's opportunities for physical play and other outdoor learning are not maximised because access to the outdoor area is restricted to certain times of day. Children are not able to choose when to play outside and therefore those children who prefer to learn in the outdoor environment do not make the best possible progress.

Children enjoy making models from junk materials. They decide what they are going to make and select the boxes and containers that they are intending to use. The children

work methodically carefully gluing the boxes together. The adult talks to the children about their models, she knows when to intervene and when to allow the children to work independently. Adults offer praise and encouragement; this supports the development of self-confidence and encourages children to persevere when faced with a challenge. Consequently children are making good progress towards achieving the early learning goal for expressive arts, using media and materials.

The staff prepare a software program for the children to use which involves identifying initial letter sounds. The children know how to use the game but find the task of determining initial letter sounds challenging. They persevere and work productively together. The children are learning to use technology and to persevere when faced with a challenge.

Staff observe the children and make assessments to monitor children's progress and use these assessments to plan suitably challenging activities. Staff listen to children, questioning them during activities in order to extend their learning and enhance understanding. Children are making good progress in working towards the early learning goals. Parents are kept well informed about their child's learning and development as the children's records are easily accessible to parents.

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

Successful implementation of the key person system ensures children feel safe and secure in the setting. Staff work closely with parents to ensure that they are fully aware of children's particular care needs, for example, dietary requirements. Children play very well together and behave extremely well; they are encouraged to behave in a positive and respectful manner. The provision has a warm and friendly atmosphere.

Children are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. The pre-school provides milk or water for the children and they pour their own drinks and butter their toast; this effectively promotes their independence and confidence. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and to take regular exercise. Overall the pre-school provides carefully thought through opportunities for the children to be independent and to develop a healthy lifestyle.

The pre-school provides a stimulating well-resourced environment to support children's all-round development and emotional well-being. The children have a dedicated outdoor area; this gives the children the opportunity to run, play games and enjoy fresh air, promoting their physical development and well-being. The staff know the children very well, consequently the children will approach staff about their needs. This positive adult interaction helps to develop children's confidence and self-esteem. Children are well prepared for the next stage in their learning because the vast majority of children transfer to the local school and the staff provide appropriate support to prepare them for this transition by arranging visits.

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

The manager and her deputy work closely together forming an effective team. They are motivated and committed to providing good quality provision for all children. They have a clear understanding of the learning and development requirements of the Early Years Foundation Stage and strive to deliver an enjoyable learning experience for all children. The staff are outward looking and have widened their knowledge and experience through attending training courses and by visiting other settings. The manager holds regular supervision meetings with her staff and annual appraisals will take place at the end of the academic year; consequently staff performance is monitored and supported.

Effective partnerships with parents make a strong contribution to meeting the needs of children. Parents spoken to at the time of the inspection hold the provision in high regard and stress how much their children enjoy attending the pre-school. Relationships between the local school and pre-school are strong. Communication between the school and pre-school is well developed and helps to ensure that the children's welfare and learning needs are met. Staff link with the foundation stage teacher to support children's learning and progress. They have good links with other early years settings to support children's continuity of care if they attend more than one setting.

The pre-school has appropriate policies in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding about safeguarding children and understand their role in protecting them. The children are very carefully supervised. Two staff hold first aid qualifications and all the staff have been suitably vetted to work with young children. Detailed risk assessments confirm that the staff carry out regular safety checks of the premises to eliminate hazards. Security of the premises is a high priority and staff create an environment that is safe and welcoming, where children feel secure and happy.

The manager and deputy manager are committed to further developing and improving the provision. They have very successfully opened the new pre-school and have worked hard to ensure that the learning environment is stimulating and varied for the children. The manager and her deputy critically evaluate the strengths and weaknesses of the provision. Action plans are in place to effect further improvement. The setting is ambitious to improve and takes feedback from the parents. The parents were surveyed following the opening of the new pre-school and are very positive about what is being provided for their children.

## 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 action. 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

<b>Unique reference number</b>	EY456641
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	891229
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Paulette Brown-Wilsher
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01767631722

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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, which are usually the childminder's 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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