

# Wrenthorpe Pre-School

Wrenthorpe Primary School, Imperial Avenue, Wrenthorpe, WAKEFIELD, West Yorkshire, WF2 0LW

## Inspection date

09/12/2013

Previous inspection date

24/01/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Teaching is good because staff effectively observe and assess each child to provide an accurate picture of how well each child is doing and to identify any areas where additional intervention may be needed to support them in making good progress.
- Staff place a high priority on supporting each child's independence, confidence and emotional well-being. Consequently, children are happy, enjoy their time and have fun learning at the pre-school.
- Partnerships with parents are good. Parents provide positive feedback about the pre-school and confirm that they are very pleased with their children's progress.
- Children have access to a good range of activities and resources. These are effectively organised within the pre-school for children to make independent choices about their play. Consequently, children make good progress in their learning.

### It is not yet outstanding because

- There is scope to further extend children's thinking in their activities to maximise children's learning and development.
- There is scope to use meal times more effectively to fully extend children's participation and support their growing independence.

## 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.

The provision is also registered on the voluntary and compulsory parts 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 three play areas, the outside learning environment and children having their snack and lunchtime meal.
- The inspector talked to children and staff and also held meetings with the committee chairperson and the manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Dawn Lumb

## Full report

### Information about the setting

Wrenthorpe Pre-School was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school also comprises of the Early Birds Breakfast Club and Night Owls After School Club. It is situated in Wrenthorpe Primary School in Wakefield and is managed by a voluntary committee. The pre-school serves the local and wider area and is accessible to all children. It operates from two rooms within the school. There is an enclosed area available for outdoor play.

The pre-school employs 22 members of staff in total; of these, 16 hold appropriate early years qualifications at levels 2 and 3 and three are working towards a qualification at level 2. They also employ a designated administrator and cleaner.

The pre-school is open Monday to Friday, term time only. The breakfast club sessions are from 7.30am until 9am; the pre-school sessions are from 9am until 3.15pm and the after school sessions are from 3.20pm until 6pm. A lunch club is also available from 11.45am until 12.15pm. Children attend for a variety of sessions. There are currently 48 children attending; of these 32 are in the early years age group. The pre-school cares for children from two years of age. It provides funded early education for two- and three-year-old children. It supports 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:

- enhance opportunities for children to be involved in snack time preparation and the serving of meals to extend their self-help skills and support their social, emotional and personal development
- extend questioning in children's play activities to further challenge children's thinking.

## Inspection judgements

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

Staff have developed and implement a very good assessment system. This helps them focus well on planning in all areas of development for the individual child. They make regular observations and have a good understanding of the importance of supporting children's key areas of development. Each child has their own development file, which includes staff observations and assessments. Daily diary slips, written play plans and written summaries of the children's progress, including the 'progress check at age two' are

shared with parents and these give parents an overview of their child's learning and development. Children with special educational needs and/or disabilities are identified by staff that have the appropriate training and skills. They liaise well with parents and work with outside agencies to provide support to ensure all children are fully included. Staff have a strong understanding of children's interests and use this information to plan activities so that children actively engage and enjoy their learning. Parents' comment that they receive regular information, which enables them to be involved in their child's learning and that they are very happy with the pre-school and that their children enjoy going. Children explore the room with confidence to select their toys and choose the activities they would like to play with. Staff encourage and support children to help them acquire the skills to become effective early learners. They recognise well that each child is unique and that they learn in different ways and at a different pace. Staff listen carefully to children and give them time to answer and they ask questions that help children make links in their learning. However, there is scope to further extend children's critical thinking skills, by even more skilful use of challenging questions.

Children have good opportunities to access the outdoor play area. They show enthusiasm and excitement when playing with the ball and shoot game. When the balls get stuck in the pipe work, they persist in finding ways to solve the problem by lifting and lining up the pipes so that the balls roll more easily. This demonstrates children's ability in thinking of ideas to solve problems. Children show delight as the balls race down the pipes more quickly and bounce off the end. They laugh and giggle as they race to find them and look at each other as they acknowledge what they have achieved. Children participate in making Christmas cards, printing with paint and talking about the shapes and colours used and enthusiastically write their names. All staff are enthusiastic and encouraging to support children's efforts and participation. This promotes the children's confidence, self-worth and ensures they feel valued. Children learn to balance and use large physical skills as they use planks and large blocks to build ramps and bridges to climb across. Staff encourage children to develop their mathematical skills as they help them to develop a game with different sized funnels they count and use mathematical language, such as 'on top', 'the large one' and 'small one' as they learn to sort and categorise from large to small. Children use the mouse to good effect as they move pictures across the computer screen to the correct position and listen intently to the questions asked by the computer program to select, such as 'two blue eyed people'. The environment is adorned with lots of children's artwork. This helps children to know that their artwork and efforts are valued, which supports their personal, social and emotional well-being.

Children are confident when working in small groups and enjoy rhythmic patterns in stories and rhymes. This helps to support their communication, language and listening skills. The pre-school is very well resourced with designated areas to support different play and learning. Children have ongoing access to a good range of resources, such as, construction, mark making materials and a good selection of creative resources, including printing, painting, cutting and box modelling. They have good opportunities to develop their imaginative play in the role-play area. Children learn about people who help us and about their community, such as the role-play area set up as a post office.

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

All children and their families are welcome in the pre-school. Staff liaise closely with parents during the settling-in visits to help make sure children settle well. Time is taken to ensure information is gathered with regards to each child's individual needs and care routines. Staff ensure these needs continue to be met when the child starts to attend. Transition arrangements are good, as the staff know the prime school and liaise with other settings. The key person system works well to help children to forge secure emotional attachments and to develop confidence while at the pre-school. Staff give children reassuring smiles, positive comments and cuddles particularly when they get upset or are tired. This helps children feel safe and secure and develop a sense of belonging.

Children's individual dietary needs are met effectively. They are provided with nutritious, well-balanced meals, which are freshly cooked each day. Children enjoy fresh fruit and vegetable snacks they are encouraged to pour their own drinks. However, children are not consistently encouraged to develop their growing independence skills during meal times. For example, they do not always have opportunities to help to cut up their own fruit or lay the table. Meal times are sociable occasions as children talk and chat happily with staff. Good social skills are reinforced with children, particularly during group activities, with gentle reminders to say 'please' and 'thank you'. Staff are good role models they are consistent and encouraged children to follow instructions constantly praising children for their participation and effort. For example, when a staff member requests a child to help to tidy up, she says 'thank you'. They sing the 'Hello' song learning to recognise and value one another and to be welcoming and positive towards everyone.

Children are beginning to manage their own personal needs they learn about washing their hands before eating and learn about safety in their play. For example, staff explain to children why they need to put the see-saw on the soft mat area, so they do not hurt themselves if they tip too far back. The outdoor play area risk assessments have been reviewed to ensure good security and it is organised to make sure children can play safely. They encouraged children to think what might happen if they do not use resources correctly, helping children learn to manage their own well-being. Staff deploy themselves effectively so children are supervised well and receive constant interaction. The rooms for children are organised well to provide the children with space to be active as well as to enjoy quieter play. Children use a wide range of resources and are able to access them to initiate their own play.

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

This inspection was brought forward by Ofsted as part of a risk assessment following notification of an incident in the outside play area. As a result of this, the pre-school has re-assessed the risk assessments to improve security and children's safety. The committee, manager and staff have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The committee, manager and staff work closely within the pre-school to help them move the provision forward. This includes regular team meetings and reviews to consolidate good practice with regards to children's learning, safeguarding and health and safety.

Arrangements for safeguarding children within the pre-school and through work with outside agencies are good. The pre-school, manager and staff understand their responsibilities to report concerns and follow safeguarding procedures to ensure children are kept safe.

Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Good recruitment, that includes detailed procedures for vetting and assessing the suitability of staff are in place. Clear induction procedures help students and new staff to be confident in implementing the policies and procedures effectively. The arrangements for supervision, appraisals and staff professional development are well considered. Children's safety and well-being are given good consideration. Staffing arrangements ensure that children are well supervised at all times. Staff are consistent and give good attention to daily routines and safety checks. Risk assessments are completed and daily safety checks ensure an overall safe environment is provided. The pre-school has recently erected fencing to block off narrow spaces to prevent children from hiding or becoming stuck in them. Information is available with regards to infection control to promote good health. The pre-school cleaner and staff follow a robust rota for cleaning, including equipment and toys to ensure the premises and resources are safe for children.

Effective partnerships with parents, carers and others involved in the children's care help promote inclusive practice. In addition to an effective key person system, this ensures children make good progress in their learning and development. Links are developing with other providers, such as the children's centre and local schools, to strengthen the transition process between pre-school and the next stage in children's learning. This also supports continuity of care and learning for each child. Staff operate an 'open door' policy and encourage parents to share their views or any concerns they may have about the pre-school. The committee and manager understand their roles to ensure the continual improvement of the pre-school through self-evaluation and monitoring of the educational provision. A current priority is to further extend the outdoor learning environment to enrich learning experiences for children, by purchasing waterproof clothing to enhance all weather play.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY312799
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	944033
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Wrenthorpe Pre-School Committee
<b>Date of previous inspection</b>	24/01/2011
<b>Telephone number</b>	01924 370 770

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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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