

# Wrenbury Pre-School and Out of School Club

School House, Nantwich Road, Wrenbury, Nantwich, Cheshire, CW5 8EN

<b>Inspection date</b>	10/11/2014
Previous inspection date	16/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff have a good understanding of the Early Years Foundation Stage and use their knowledge and skills to effectively teach and engage children in their learning. As a result, children make good progress in their learning and development.
- Partnerships with parents are strong. They are well informed about their children's progress and make a positive contribution to assessments of their children's learning. This informs the planning of activities to help children's development.
- Staff have good relationships with children, creating an exciting, imaginative and happy atmosphere. This supports children to settle quickly into the pre-school and engage confidently in the activities and available.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements and are aware of the procedures to follow should they have concerns about the safety of a child. This ensures that children are kept safe and protected from harm.

### It is not yet outstanding because

- Opportunities for staff to learn from each other, for example, through peer observations, are not maximised so that good practice is shared.
- There are some missed opportunities at mealtimes to engage children in conversation about healthy eating in relation to the food they are eating.

## 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 checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation folder and improvement plan.
- The inspector observed play and learning activities in three rooms and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the children's key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the vice-chair of the committee and the manager of the pre-school, and conducted a discussion regarding policies and procedures.
- The inspector conducted a joint observation with the manager.

## Inspector

Janet Weston

## Full report

### Information about the setting

Wrenbury Pre-School and Out of School Club registered in 1975 and is managed by a voluntary committee. The pre-school operates from the school house within the grounds of Wrenbury Primary School, Cheshire. It serves the immediate locality and also the surrounding areas. The pre-school opens Monday to Friday from 9am until 3.15pm, term time only. Children attend for a variety of sessions. The breakfast club runs from 8am to 9am and after school from 3.15pm to 6pm, Monday to Thursday, term time only. There are currently 28 children attending pre-school who are in the early years age range. The pre-school employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 to level 6. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school receives support from the local authority. It has established links with local schools. The pre-school is a member of the Pre-school Learning Alliance.

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

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

- build on existing systems for the monitoring of staff's performance so that they are sharply focused on raising the practice of all staff to the highest levels, for example, by embedding the use of peer observations
- provide even better opportunities for open-ended discussions about healthy food, so children's understanding is enhanced, for example, during mealtimes.

## Inspection judgements

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

Children are very happy in this welcoming and well-organised pre-school. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Staff support children well because they are experienced and attentive to their needs. Staff are aware of the requirements for the progress check completed for children aged between two and three years. They have a secure knowledge and understanding of the Early Years Foundation Stage and provide a stimulating environment, where children are able to independently choose from a selection of toys and resources. Staff gather a range of information from parents during initial meetings about what children can do and what they already know. This ensures staff form an accurate and detailed baseline assessment of each child's starting points. As a result, staff provide activities and resources to promote all areas of learning and development.

Therefore, children make good progress in their learning and are reaching the level of development typical for their age. This means children are well prepared for their next stage of development and next steps in learning, such as school. Children who attend the after-school club are well catered for as their key person also works at the pre-school. This helps staff support children through the move from pre-school care to after-school care because they can plan activities that interest them. This provides continuity of care for the children.

Stimulating displays of children's work throughout pre-school, gives children a sense of being valued. This results in their confidence and self-esteem being promoted. Staff teach children mathematics effectively, using a good range of everyday activities and routines. Children count confidently to 10 during registration, as they discuss the month and season. This is extended further, when staff ask children to write the number 10 on the board followed by the letter of the month. Children's language development is a priority and staff work closely with individual children and families to promote this. For example, the pre-school have adopted the local schools phonics programme to aid continuity. Children clearly enjoy taking part in the letter I game, as they enthusiastically name the pictures, learning about iguanas, Indians and ink. This is extended further when staff remove a picture and children are asked to recall the picture that has disappeared. Children confidently name the missing picture and eagerly ask 'Can we do it again?' Staff skilfully use pictures, props and symbols to reinforce communication skills. When staff read stories, children sit and listen and are interested to hear what happens next, their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills, and promote their knowledge and understanding of the world around them.

Children are making good progress within their learning and development. Any gaps are identified early, through effective assessment methods and tracking of children's development. This enables staff to plan appropriate interventions in conjunction with parents. Parents are well informed about their child's learning through a variety of methods, such as effective daily verbal communications, notices and opportunities to share learning journey profiles. Staff celebrate children's achievements at home by listening to parents and ensuring these developments form part of children's individual assessments for each child. This means that parents are fully included in their children's development and their needs are met. Parents commented during the inspection they felt well informed about what their child has been doing during their time at the pre-school.

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

Staff create a friendly environment where children are happy and confident to leave their parents. Children form close emotional attachments with their key person and they develop strong friendships with their peers. All children receive comfort if they become upset. Consequently, children's emotional well-being is promoted well. Children demonstrate good behaviour, which is influenced by the positive role modelling of staff. Staff give support and guidance that helps children behave well. They remind children to be kind to each other and help children display positive behaviour, for example, when sitting down for small group time and taking turns during activities. This results in children

respecting others and learning to cooperate with peers. All children show very good levels of independence. For instance, when arriving, children take off their coats and place their belongings on a named peg. Children's good health is promoted well. They learn to manage their own personal needs when they wash their hands before they eat. Staff follow careful hygiene procedures during snack and understand why they do this. Children benefit from healthy, nutritious, well-balanced snacks, which are freshly prepared on the premises. These include a variety of fruits with milk or water to drink. Staff take into account children's dietary needs to promote children's well-being. Snacks are served to the children in a friendly environment. However, some opportunities to extend children's communication skills during this social time are missed.

Staff are vigilant in promoting children's safety. A good system allows only authorised personnel through the main door into the pre-school, and staff ensure children are always well supervised. For example, at home time all doors are supervised closely. Staff check the premises for hazards on a daily basis and make sure children are safe at all times. Children gain an understanding of how to keep themselves safe through practising regular fire evacuations. Staff remind children to walk carefully and encourage them to tidy away toys, so the floor area is not cluttered. As a result, children's safety is promoted well. Children receive praise for their effort, which promotes good levels of confidence and self-esteem. Parents report that they find the pre-school 'very friendly' and can approach all staff to discuss their children. They comment they are 'very happy with the level of care'. Furthermore, parents comment on how they like the 'individual settling-in process that centres on the child and not the setting'. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they run around in the spacious area, cooking pretend leaf and stick soup in the mud kitchen or sitting quietly under the willow tree reading. Furthermore, children love to explore their 'bug hotel and plant flowers and vegetables in the garden.

Links with other settings and the sharing of information support consistency for meeting children's needs within their learning and development. Staff ensure that teaching staff have detailed information about children's individual care and learning needs, prior to them moving on to full-time school. Good arrangements with the local schools support children in their preparation for the next stage of learning. For example, Reception class teachers are invited to visit children in the pre-school and children attend events in the school. The children and parents attending the after-school club have good relationships with all staff, including their key person. The move from pre-school and school, to club care is well managed with the school passing on information about things that may affect children's physical, as well as emotional, well-being. For example, information is shared about any accidents that have occurred, which protects children's welfare.

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

Staff demonstrate a clear understanding of safeguarding procedures. Staff request visitor identification and record this in the pre-school's visitors book. Staff have completed safeguarding training and are confident about their role to protect children in their care. Staff are fully aware of what action to take if they are concerned about a child's safety and

well-being. As a result, staff respond appropriately to safeguarding children. Robust recruitment and vetting procedures ensure that everyone working with children are suitable to do so. The management ensure that suitability checks are undertaken, a thorough induction process is followed and references are required prior to any new staff being appointed. The management monitor the ongoing suitability of all staff effectively through regular meetings and supervisions. These procedures promote children's safety and the quality of the provision well. Furthermore, the pre-school operates a policy which prohibits the use of mobile phones in the pre-school. All of the required documentation relating to children and the safe organisation and management of the pre-school is in place and is comprehensive. Staff have paediatric first-aid training and are confident in dealing with issues that may arise. Consequently, children are cared for in a safe environment.

Management has a good understanding of the learning and development requirements. Monitoring of planning and assessment is undertaken by the manager and key persons, through regular briefings and meetings. Any identified gaps are discussed with parents. Monitoring systems in place for tracking children's progress are consistently maintained and fully embedded in practice. This enables staff to have all the information needed to fully support children's learning and development to a consistently good level. As a result, children make good progress overall. The pre-school is proactive in developing strong links with the local schools and they provide frequent visits, which prepares children well for moving on. Parents report how they welcome the links with the school.

Management use the Ofsted self-evaluation form to identify strengths and devise improvement plans. Recommendations from the previous inspection have been considered and practice improved. The performance of staff is monitored through supervision and appraisals. Although staff have begun to carry out peer observations, these are not fully embedded to enhance the practice of staff through honest and critical reflection. The management team also ensure that they are always available to discuss staff's professional development, and actively encourage them to attend a range of training opportunities to improve teaching. Regular team meetings ensure that staff are supported, further promoting their professional development. This ensures that staff have a good understanding of their responsibilities, and access a range of regular training opportunities in-house and through the local authority. Staff within the after-school club are well supported by the pre-school manager and the management committee. Children are safeguarded through the pre-school's clear policies and procedures, providing consistency of care.

### **The Childcare Register**

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

The requirements for the voluntary 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	305453
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	867599
<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>	28
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Wrenbury Pre-School and OOS Club Committee
<b>Date of previous inspection</b>	16/03/2009
<b>Telephone number</b>	01270 780778

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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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