

Wisewood Community Pre-School



Wisewood Community Primary School, Ben Lane, SHEFFIELD, S6 4SD

Inspection date

18 September 2015

Previous inspection date

12 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership is strong. The management team has a secure understanding of their responsibilities. Staff attend regular training to support their professional development and enhance their knowledge.
- Staff work hard to establish successful partnerships with parents. They provide many opportunities for parents to become actively involved in their children's learning.
- Staff provide children with a wide range of good quality resources. They plan activities around children's interests and needs. Children enjoy their play and make good progress.
- The nursery is extremely welcoming and inclusive. Staff are very approachable and friendly. Children have warm relationships with them.
- Meals and snacks in the nursery are highly nutritious and varied. Children's dietary requirements are fully met at all times.

It is not yet outstanding because:

- Staff do not always challenge more-able children sufficiently, in order to enable them to make rapid progress in their learning.
- Staff do not always give older children enough opportunities to have and explore their own ideas.

What the setting needs to do to improve further

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

- provide more-able children with sufficient challenges, in order to increase the potential for them to make rapid progress in their learning
- provide more-able children with further opportunities to have and explore their own ideas.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning, both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the management team of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.

Inspector

Rachael Barrett

Inspection findings

Effectiveness of the leadership and management is good

The manager is well qualified and understands the requirements of the Early Years Foundation Stage well. This has a positive impact on the overall effectiveness of the pre-school. A system to monitor staff performance is in place, in order to raise standards and improve outcomes for children. However, they are not always precise enough in guiding staff to enhance their already good teaching skills. Therefore, there is further scope for the manager to support and guide staff in providing outstanding learning experiences. Arrangements for safeguarding are effective. Secure vetting procedures are in place to check that staff are suitable to work with children. Staff have a secure knowledge of the procedures to follow should they have concerns about children's welfare. Educational programmes are monitored continuously. Staff have established effective strategies and work closely with other professionals to provide additional support for any child who may need it. All children, including those who receive funding for early education, make consistently good progress in their learning.

Quality of teaching, learning and assessment is good

Staff observe, assess and plan well for each child's good progress. Staff quickly recognise when a child is not progressing and swiftly provide them with the support they need. Some aspects of teaching are exemplary. The manager skilfully guides and extends children's learning. She asks purposeful questions and engages in deep conversation with the children. At times however, staff do not challenge more-able children as much as possible. They do not extend activities to develop these children's knowledge and skills enough to secure their rapid progress. The pre-school places a strong focus on supporting children's language and communication skills. Staff speak clearly and use signs and pictures to help children with speech and language difficulties to make good progress. However, older children are not always given sufficient time to come up with and explore their own ideas. For example, during adult-led activities, staff sometimes focus only on achieving the set learning outcome and do not give children time and space to lead their own learning.

Personal development, behaviour and welfare are good

The key-person system works effectively throughout the pre-school and staff have a good understanding of the individual children's needs and interests. Children play and explore happily and with confidence, both indoors and outdoors. Staff ensure that there are good settling-in procedures. Children develop a good understanding of how to keep themselves safe. Older children begin to accept the needs of others and to negotiate solutions to problems for themselves. Staff are good role models. Children treat each other with respect.

Outcomes for children are good

All children, including disabled children and those with special educational needs make good progress in their learning and development. Children are supported well in their personal, social and emotional development and feel safe and happy. Older children are learning to be independent and are well prepared for their eventual move to school.

Setting details

Unique reference number	EY376090
Local authority	Sheffield
Inspection number	858342
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	32
Name of provider	Wisewood Community Pre-School Committee
Date of previous inspection	12 March 2009
Telephone number	0114 234 3304

Wisewood Community Pre-School was registered in 2008. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager has Early Years Professional status. The pre-school opens from 8.45am to 3.15pm, Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of disabled children and those with special educational needs.

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