

Wrenthorpe Pre-school, Early Birds and Night Owls

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



Inspection date

20 February 2018

Previous inspection date

9 December 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has not notified Ofsted of changes to the committee or provided the necessary information for the suitability of all members to be checked.
- Children who prefer to learn outdoors do not always benefit from the very good teaching strategies used indoors.
- Self-evaluation is not robust enough to identify aspects of practice that are not yet outstanding, and support staff to make precise improvements that will impact positively on practice and raise children's outcomes to the highest levels.

It has the following strengths

- Teaching indoors is consistently good and some aspects are outstanding. Staff are well qualified and use their secure understanding of how children learn to help them build on what they already know and can do.
- Staff support children's emotion well-being effectively. They are caring and considerate of the individual needs of children. Children are very happy and confident in the group.
- Children make good progress. Managers use additional funding well to help children make faster progress in the areas of learning where their achievements are lower.
- Managers support staff well and encourage them to build on their practice. For example, staff attend in-house training to help enhance the already good quality of their teaching.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- | | |
|---|------------|
| ■ provide Ofsted with the required information to enable suitability checks to be carried out on all members of the management committee. | 17/03/2018 |
|---|------------|

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

- extend teaching strategies to engage those children who prefer to learn outdoors even more effectively, and to make the best possible progress in their learning
- strengthen the arrangements for self-evaluation to help identify even more precise ways to enhance practice.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector held a meeting with the managers and chair of the committee. She looked at relevant documents, including evidence of the suitability checks carried out on staff and committee members.
- The inspector completed joint observations of activities with the managers.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of changes to the committee within the required timescale. This means that Ofsted has not been able to determine the suitability of all committee members. However, this does not affect children's experiences or safety because they do not have contact with children. All necessary checks for staff are complete. Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. Managers monitor the progress children make. For example, they identify that boys who prefer to be outdoors make very good progress in physical development, but less progress in other areas. Managers gather the views of parents and reflect on their provision. However, they do not explore precise ways to build on their good standards and work towards consistently outstanding practice. Partnerships with other professionals are effective. For example, staff work closely with teachers to extend the learning of the most able children who attend.

Quality of teaching, learning and assessment is good

Staff observe children at play and identify what they need to learn next. Children respond positively to well-planned activities, and they engage well in their learning. Staff plan adult-led group activities meticulously to support children's progress in literacy. This contributes to the very good progress children make in this area of learning. Children develop confidence and enjoy their learning. For example, they show pride as they perform dance routines, which promotes their creativity. Partnerships with parents are a great strength in this setting, and they feel very involved in pre-school life. They welcome advice and resources to help them support their children's learning at home and contribute to assessments.

Personal development, behaviour and welfare are good

Staff are dedicated and enthusiastic and meet children's needs well. Children benefit from fresh air and exercise, and learn about the importance of a healthy diet. For example, they talk about nutrition as they make fruit kebabs. Staff use their good knowledge of child development to manage children's behaviour appropriately. They provide gentle guidance that helps children to develop an understanding of their own feelings and those of others. There are effective arrangements to welcome new children which support them to develop a strong sense of security. For example, staff conduct home visits to help them learn about children's needs before they begin to attend. Staff prepare children very well for school. They are attentive to staff and learn to concentrate well.

Outcomes for children are good

Most children achieve levels of development typical for their age range, and some exceed this. Children demonstrate some strong skills in mathematics that help to prepare them for later learning. For example, they count the number of kisses they add to a greeting card. Children develop positive attitudes to learning. They begin to cooperate as they play. For example, they hold up towers for one another as they build with bricks.

Setting details

Unique reference number	EY312799
Local authority	Wakefield
Inspection number	1064767
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	65
Number of children on roll	220
Name of registered person	Wrenthorpe Pre-School Committee
Registered person unique reference number	RP909064
Date of previous inspection	9 December 2013
Telephone number	01924 370 770

Wrenthorpe Pre-school Early Birds and Night Owls registered in 2005. It operates from three rooms within the school. The pre-school employs 23 members of staff, 17 of whom hold a relevant qualification at level 3 or above. Operating hours are 7.30am to 6pm, Monday to Friday, all year round. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

