

Wrenthorpe Pre-school, Early Birds and Night Owls



Wrenthorpe Academy, Imperial Avenue, Wrenthorpe, Wakefield, West
Yorkshire WF2 0LW

Inspection date	19 December 2018
Previous inspection date	20 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Children develop close attachments to staff. Staff are kind, supportive and patient. These positive relationships help to promote children's confidence and emotional well-being successfully.
- Children are motivated to learn. For example, staff model movements with dough while dancing to music. Children practise pinching, rolling and squeezing the dough. This helps them to develop the small muscles in their hands in preparation for early writing.
- Partnerships with parents are strong. For example, staff visit families at home to gather a wealth of information about their children. They plan activities to follow children's interests and what they need to learn next. Overall, children make good progress.
- Children behave well. They understand what is expected of them. For example, staff remind children to use their 'listening ears' in group activities. Staff consistently praise children for their achievements and celebrate this in a variety of ways.
- Staff work in partnership with other professionals effectively. For example, they follow strategies from the speech and language therapist to help promote children's language and communication skills.
- The management team has not notified Ofsted about changes to members of the committee. This means that the suitability of new committee members has not been fully checked.
- Staff do not consistently extend or challenge children's play and learning further, to help them to make the best possible progress.
- Staff do not always make the best use of adult-led planned activities to precisely target identified gaps from assessment, such as mathematics and technology.

What the setting needs to do to improve further

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

	Due date
notify Ofsted of any changes to committee members and provide the information needed to check their suitability.	07/01/2019

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

- support staff to use their already good teaching skills to extend and challenge children's play and learning even further, to help children to make the best possible progress
- review adult-led planned activities to help close identified gaps from assessment, particularly in children's mathematical and technological development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the manager of the setting.
- The inspector held a meeting with the manager of the pre-school and the manager of Early Birds & Night Owls and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning, staff observations and supervision records and evidence of the suitability of staff and committee members.
- The inspector spoke to some parents during the inspection and also took account of their written views recorded on questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The managers monitor staff practice rigorously. For example, they hold staff supervision and appraisal meetings to discuss staff performance. They regularly observe staff interactions with children. This helps to ensure that the quality of teaching is consistently good. Staff attend a variety of professional development opportunities to help improve their knowledge and skills. One example of this is observation and assessment training. This helps staff to accurately monitor the progress that children make. Managers gather the views of parents, such as via questionnaires, to help them to identify any improvements needed in the setting. Safeguarding is effective. Staff can identify signs and symptoms of different types of abuse and neglect. They understand what action to take and who to contact if they have any concerns about a child's welfare. They complete checks throughout the day to identify and minimise risks to children in the setting. However, the managers have not notified Ofsted of changes to the committee. They have not ensured that new committee members provide the required information to Ofsted to complete all suitability checks. However, there is no risk to children as all committee members have completed Disclosure and Barring Service checks. They do not have regular or direct contact with children and are never left unsupervised with them.

Quality of teaching, learning and assessment is good

Staff monitor children's development closely. They complete observations and track their progress against the different areas of learning. Staff engage children well and capture their attention successfully. For example, children listen carefully to try to identify the sounds of different objects hidden in a box. Staff encourage children to copy signs while they sing popular rhymes and they clearly model the sounds that different letters make. Staff skilfully teach children rhymes to help them to practise their letter formation. This helps to develop children's emerging literacy skills effectively. Parents are well informed about their child's progress, including through parent's evenings and summary reports.

Personal development, behaviour and welfare are good

Children learn to be independent and persevere to do things by themselves. For example, they manage to peg their paintings on the rack to dry and pour their own drinks at snack time. Children spend plenty of time outdoors, such as riding bicycles and scooters and practising their climbing skills. Staff encourage parents to provide a healthy lunch box and children grow a range of fruit and vegetables in the garden which they then use to cook different recipes. This helps children's health and physical well-being to flourish. Staff sensitively support children's care needs, such as sleep and protection from allergens.

Outcomes for children are good

Children are achieving in line with expectations for their age. They make good progress from their starting points, including those who receive funding. Children enjoy being creative, such as making cards for Christmas. They delight at singing songs in the nativity and move their bodies during music and movement sessions. Children show deep concentration while they attempt to wrap presents in a workshop. Children practise making marks in chalk outside and listen carefully to stories. This helps children to

develop key skills in readiness for school and in preparation for their future learning.

Setting details

Unique reference number	EY312799
Local authority	Wakefield
Inspection number	10080379
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	65
Number of children on roll	222
Name of registered person	Wrenthorpe Pre-School Committee
Registered person unique reference number	RP909064
Date of previous inspection	20 February 2018
Telephone number	01924 370 770

Wrenthorpe Pre-school, Early Birds and Night Owls registered in 2005. It operates from three rooms within Wrenthorpe Academy. The pre-school employs 22 members of staff, 16 of whom hold a relevant qualification at level 3 or above. Operating hours are 7.30am to 6pm, Monday to Friday, all year round.

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.

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