

# Wisewood Community Pre-School

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



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|--------------------------|-------------------|
| <b>Inspection date</b>   | 6 March 2019      |
| Previous inspection date | 18 September 2015 |

|                                                               |                         |             |          |
|---------------------------------------------------------------|-------------------------|-------------|----------|
| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|                                                               | Previous inspection:    | Good        | 2        |
| 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

- Staff accurately assess the level of children's skills, knowledge and understanding on entry to the pre-school. They plan effectively overall to build on children's interests and skills to ensure they make good progress. Staff make good use of additional funding to help all groups of children achieve well.
- The manager and her staff establish strong relationships with children and their families. Staff successfully support children to behave well and develop their awareness and tolerance of others.
- Staff help children to appreciate the rich diversity of the world around them. For example, children listen to stories from a range of faiths and cultures and reflect them in their role play and expressive art.
- The well-qualified and experienced manager and her staff create an open and welcoming environment. The manager provides a clear direction for the pre-school's further development based on an accurate evaluation of the quality of provision.
- Staff work well with other professionals to provide strong support to children with special educational needs and/or disabilities (SEND). They help to address gaps in their learning and guide them to achieve well-planned targets.
- Parents are very positive about the care and consideration staff show towards their children. They are well informed about the progress their children make and ways in which they can help them.
- On a few occasions, staff provide too much direction to children which inhibits opportunities for creative thinking and individual activity.

## What the setting needs to do to improve further

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

- strengthen staff's organisation and management of activities to maximise children's creative and independent thinking and engagement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children and staff.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views expressed in written information.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. There are robust procedures to check staff and students are suitable to work with children. The manager ensures staff are trained in child protection and regularly checks their knowledge is up to date. Staff take diligent care to routinely check that the children work in a clean, safe and attractive environment indoors and outdoors. There are rigorous procedures to evaluate and improve the quality of teaching and support developments through regular training. Staff share ideas and contribute well to future developments through, for instance, the weekly comprehensive staff meetings. The manager systematically analyses the progress made by different groups of children, for example those who receive additional funding, to ensure they are all well supported in their learning. The pre-school makes strong links with other early years settings children attend and supports children's smooth transition to school.

### Quality of teaching, learning and assessment is good

Staff promote children's listening and communication development well overall. For example, they support children to use new words to describe the relative heights and strength of towers they are building by first modelling the vocabulary and then asking questions to encourage their use. They share many different stories, songs and rhymes throughout the day and help children to become familiar with the characters and plot. Staff help children to listen and concentrate hard. For example, they cover toy animals and remove one at a time, encouraging children to identify which one has disappeared. They use the activity to further reinforce children's counting and early subtraction skills. Staff gather useful information on children's interests and skills to identify the next steps in their learning and plan activities to help them achieve well from the start.

### Personal development, behaviour and welfare are good

Children are helped to understand the importance of taking their turn and listening to others. At the start of the session, staff sing a registration song with children where they greet each other one at a time and say each other's names. Staff make good use of praise and encouragement to help children recognise their strengths and support them to overcome difficulties in, for example, their social or emotional development. Staff help children understand the needs of others. They promote children's awareness of healthy lifestyles and good hygiene procedures. For example, Children enjoy participating in a well-researched teeth cleaning programme in partnership with dental health specialists. Children have many opportunities for physical activity indoors and outdoors. Parents comment very positively on the successful support they receive for children's eating habits and toilet training.

### Outcomes for children are good

Children develop the skills they need for their later learning. They learn to cooperate and recognise the value of working together. Staff promote children's mark-making and early writing skills. They develop their ability to control a pencil, to follow a line and form the letters in their name. Children investigate natural objects such as leaves and insects, using magnifying glasses and other tools in their new garden area.

## Setting details

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| <b>Unique reference number</b>                   | EY376090                                |
| <b>Local authority</b>                           | Sheffield                               |
| <b>Inspection number</b>                         | 10065784                                |
| <b>Type of provision</b>                         | Childcare on non-domestic premises      |
| <b>Registers</b>                                 | Early Years Register                    |
| <b>Day care type</b>                             | Sessional day care                      |
| <b>Age range of children</b>                     | 2 - 4                                   |
| <b>Total number of places</b>                    | 32                                      |
| <b>Number of children on roll</b>                | 34                                      |
| <b>Name of registered person</b>                 | Wisewood Community Pre-School Committee |
| <b>Registered person unique reference number</b> | RP903048                                |
| <b>Date of previous inspection</b>               | 18 September 2015                       |
| <b>Telephone number</b>                          | 0114 2343304                            |

Wisewood Community Pre-School registered in 2008. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager has early years teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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