

Inspection of Wetley Rocks Pre-School

THE VILLAGE HALL MILL LANE, WETLEY ROCKS, STOKE-ON-TRENT,
STAFFORDSHIRE ST9 0BN

Inspection date: 13 September 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children learn through a curriculum based on their interests. They are motivated learners. They talk about their ice cubes which 'melt' because it is 'warm'. They practise how to balance on bicycles or sketch their family members. Children animatedly describe their drawings, such as their brother's 'hair', and a 'smiley' mouth'. The curriculum is complemented with outings and visitors. Children and their parents visit an animal farm. During Harvest Festival they meet 'Vicar Steve' from the local church. Staff invite parents to cook Chinese food. Children have a visit from a guide dog and its owner. This helps children to get a strong sense of their community and learn about people from different backgrounds. Staff have high expectations for children's emotional well-being. Through daily discussions and ceremonies, children learn about feelings. For example, they are awarded with badges which say they are 'awesome' when they openly talk about sad situations, such as the loss of a pet. Children are awarded with trophies for their achievements, such as making close friendships. They develop strong trusting relationships with staff and with each other. Children are kept safe and they develop a positive approach to a healthy lifestyle. They learn about their right to privacy during hygiene routines. They grow tomatoes and lettuce to take home.

What does the early years setting do well and what does it need to do better?

- Overall, the quality of teaching is good. Staff support children's play effectively. They give time for children to think and to answer questions. Staff emphasise the sounds of letters and read stories to support children's early literacy skills. They use labelled pictures to help children's understanding. Children have a say in their learning. They are asked what they want to play with and staff set out their choices the next day before children arrive.
- Children make good progress. Staff obtain information from parents when children start. They monitor the progress children make to identify gaps in their learning. For example, staff found that children have insufficient opportunities to learn about shape and size and now plan activities for children to measure objects. They also use nursery rhymes, such as 'The Grand Old Duke of York' to reinforce children's understanding of mathematical language, such as 'top' and 'halfway'.
- The manager provides support and coaching to staff to ensure their well-being and professional development. She uses internal and external training to keep staff up to date with practice issues. For example, staff have attended mathematics training to improve their teaching. However, there is scope to enhance the quality of staff's teaching to an even higher level. The manager is qualified to deliver safeguarding training to staff and she keeps herself abreast of changes, which she cascades to staff. Staff work well together and are passionate and committed to achieve the best possible outcomes for all children.

- Children's transition to school is managed brilliantly. From June, staff take children to the local school to ease their next move. They meet their teachers, have lunch and become familiar with the routine. Staff exchange information about children's learning. They purchase some of the teaching resources used in school, which they use to support children's understanding of mathematics. Staff adopt an excellent approach to preparing children for the next stage in their learning.
- Staff work closely with other professionals, such as the local authority's special educational needs coordinator. They secure timely intervention and support for children and parents. Staff use the advice they receive to support individual children's communication. For example, they hold up their hand and say 'stop', to help children to understand. Parents say staff are 'amazing'.
- Staff ensure children's emotional and physical health. Children feel secure and they behave well. Children show respect and kindness to each other. They hold hands and introduce their 'friends'. Children eagerly show visitors the herbs they have grown in their garden, which they sniff with delight, saying the herbs 'smell like flowers'. They shriek excitedly when they see butterflies because they recall the butterflies they developed from caterpillars and which they released in their garden.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding, through up-to-date safeguarding training, of how to protect children. They know the different types, signs and symptoms of abuse and they know the reporting procedures to follow in the event of a concern about a child or a member of staff. All staff articulate a knowledge of the 'Prevent' duty and female genital mutilation. The manager works closely with the registered committee to ensure safeguarding and recruitment procedures are undertaken in accordance with policy. Effective risk assessments are in place for indoors and outings.

What does the setting need to do to improve?

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

- sharply focus on the monitoring of the quality of teaching to provide staff with strategies to raise teaching to an even higher level.

Setting details

Unique reference number	218278
Local authority	Staffordshire
Inspection number	10065991
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	Wetley Rocks Pre-School Committee
Registered person unique reference number	RP907241
Telephone number	07714543413
Date of previous inspection	30 September 2015

Information about this early years setting

Wetley Rocks Pre-School registered in 1974. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 2 or level 3. The pre-school opens term time from Monday to Thursday, 9am until 3pm and 9am until midday on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Lawton

Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the pre-school manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The views of parents were taken into account during the inspection.
- A meeting was held with the pre-school manager. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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