

# Inspection of Wistanstow Under Fives

Wistanstow C of E Primary School, Wistanstow, CRAVEN ARMS, Shropshire SY7  
8DQ

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Inspection date: 26 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The leadership of the nursery is strong. The manager understands what knowledge, skills and experiences children need to be successful learners. Children have high levels of confidence. Staff provide children with experiences they have not had the opportunity to do elsewhere. For example, children gain a knowledge of what animals are found on a farm and the sounds the animals make. Children develop good skills during their time at the nursery. Children who speak English as an additional language quickly grasp speaking skills. Staff support these skills through the use of rhyme and alliteration in songs, although some staff are less skilled in consistently supporting children to develop their early reading skills. Staff have high expectations of children. However, they do not challenge children enough to build on their already good engagement in learning. Children's behaviour is very good. Staff role model positive behaviour skills well, such as how to take turns independently. The environment is well organised to help promote children's acquisition of new skills and knowledge. Children explore colours and use the visual prompts displayed to help them understand how to combine different colours to make a new colour. All children are happy. Children who have recently started attending have a strong attachment to their key person. This helps them to feel secure.

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

- The curriculum is rich and varied and helps to promote children's all-round development. Staff have good knowledge and skills. The manager is particularly skilled at promoting children's early reading skills. However, other staff do not consistently recognise opportunities to use books and text to encourage children to develop skills to become fluent readers in the future.
- Staff skilfully interact with children. The weekly music sessions, led by a music teacher, help children to learn more vocabulary and use it in their ongoing interactions. This especially aids the development of those children with special educational needs and/or disabilities (SEND).
- Staff know children's next steps and design the curriculum to help children achieve these. They use additional funding that the provider receives to purchase equipment that draws children into group activities effectively. This helps children to develop skills in playing alongside others.
- Staff communicate well with parents to assist them in supporting their children's learning at home. For example, they share strategies to help parents encourage children to develop their early writing skills.
- Children develop good knowledge and skills in readiness for school. They have a sound understanding of mathematical concepts, such as shape, quantity and size.
- Children use their small and large muscles through a varied programme for

physical development. They enjoy highly active music sessions that give them the opportunity to get exercise and increase their heart rate.

- The manager has provided innovative professional development opportunities to help staff plan activities based on children's interests. However, at times, staff do not challenge children to help them regulate their ability to stay at activities for longer or complete tasks fully.
- Children have good levels of personal development. Staff teach children how to recognise and label different emotions. When children are sad to leave, other children recognise their facial expressions and staff explain that these represent that the children are sad.
- Staff teach children valuable knowledge and skills that they have not developed prior to starting at the nursery. Children learn the importance of sitting down at a table to eat, using cutlery to feed themselves, and to try a range of food to help contribute to a healthy diet.
- The manager shows high levels of integrity. He works closely with other professionals to help meet the needs of all children, including those with SEND. He uses the advice of other professionals, which he shares with all staff to help children make good progress from their starting points.
- The manager monitors staff's practice and workload effectively. He provides constructive feedback to help staff build on their personal effectiveness.

## Safeguarding

The arrangements for safeguarding are effective.

Staff carefully assess and manage risks in the environment, such as climbing equipment in the garden. They closely supervise children and teach them how to manage risks in their play. There are effective procedures in place to manage concerns about children's welfare. Staff help children and families who need additional support. They know how to identify concerns about a child's welfare and how to report these. The manager has a good awareness of potential vulnerability factors in the local area. He knows his responsibilities as the designated safeguarding lead in managing these risks to children.

## What does the setting need to do to improve?

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

- strengthen staff's already good teaching to further increase children's early reading skills
- build on children's skills to help them persevere at activities and to increase their engagement in learning.

## Setting details

<b>Unique reference number</b>	EY371368
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10065801
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Wistanstow Under Fives Committee
<b>Registered person unique reference number</b>	RP522657
<b>Telephone number</b>	01588238008
<b>Date of previous inspection</b>	12 November 2015

## Information about this early years setting

Wistanstow Under Fives registered in 2008. The nursery opens Monday to Friday from 7.40am until 3.30pm, during term time only. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Scott Thomas-White

## Inspection activities

- The inspector conducted a learning walk with the manager. He discussed with the manager the curriculum, the vision for the nursery and self-evaluation.
- The inspector observed the implementation of the curriculum through a range of activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed two joint observations with the manager. He spoke to children during the inspection.
- The inspector held a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents and took account of their views.

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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