

# Inspection of Wrea Green Pre-School Nursery

Wray Crescent, Wrea Green, PRESTON PR4 2WA

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Inspection date: 12 November 2019

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

## What is it like to attend this early years setting?

### The provision is good

Children are generally well behaved as they follow the rules and boundaries set by staff. For instance, when two children found it difficult to share a toy train, a staff member promptly spoke to both children and used a sand timer to encourage good sharing practices. The friendly, caring staff warmly greet children as they arrive. The children are confident and settle well. They form secure attachments with staff, which helps to foster children's emotional well-being. Children know the routines of the day and follow the instructions of staff; for example, they stop and listen when the staff clap their hands. Sometimes, staff do not always make good use of opportunities to encourage children to take responsibility for completing simple tasks for themselves.

Children appear secure as they happily participate in the activities planned by staff. For example, they enjoy listening to the visiting vet. Staff also engage with children in lively discussions about their pets at home. They build on this as children join in imaginative play at the 'veterinary surgery'. Staff support children's speech well; they model the pronunciation of words and encourage mathematical language. However, staff do not always give children time to respond to challenging questions. Children have opportunities to be physically active. They access the outside area daily and join in as they roll tyres in the play area. Children also show excitement as they seek different minibeasts in the environment.

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

- The environment is well organised. Children choose from a variety of resources. For example, children make their own scary creature, using play dough and dry pasta shapes to form their creations. As a result, children are motivated to play through successful learning experiences and purposeful play. Additionally, staff position themselves well around the room to make sure children are supervised effectively.
- The manager evaluates the setting well and takes staff opinions into account. Together they monitor the environment to ensure it meets the needs of children. For instance, they introduce natural muted colours to create a more calming atmosphere. The manager also gathers the views of parents through regular questionnaires.
- Staff create good parent partnerships. They gain valuable information from parents to support children's learning journeys in the setting, such as 'wow' moments and baseline information. The manager finds inventive ways to keep parents well informed about children's progress. This supports parents to feel part of the pre-school community.
- Staff use effective assessment to monitor children's level of development. The leaders' proactive tracking process successfully identifies children in need of

additional support. They work closely with parents and other professionals to ensure interventions are in place to close any gaps in children's learning.

- Staff successfully develop children's next steps from information gathered from accurate observations and parents' input. With this knowledge, they produce a plan of activities for the week ahead to support the children's individual needs. Therefore, children make good progress from their starting points, including children with special educational needs and/or disabilities (SEND).
- Staff provide children with relevant challenges to promote their understanding. For example, during story time, staff ask children questions and point to visual clues about what type of animal a crow is. However, staff sometimes do not wait for children to respond or give them time to think, process and answer the questions asked of them.
- The manager works with staff to provide training opportunities during staff meetings and through online courses. Recently, team members attended training on 'working in partnership with parents', provided by the local authority. Working alongside staff, the manager monitors them and how they engage with children. However, her systems of overseeing staff practice are not always focused on raising the quality of teaching even further.
- Staff are attentive to children's individual needs. However, not all staff are consistent with fostering children's independence skills. Staff sometimes complete tasks that children are able to do for themselves.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff attend regular safeguarding training. They can clearly identify the signs and symptoms that children may display if they were at risk of harm. Staff also demonstrate good knowledge of current legislation and the procedures to follow should they have any concerns about the welfare of a child. Leaders carry out robust recruitment procedures and ensure that all the staff remain suitable to work with children. Appropriate procedures are in place for recording accidents or injuries to children that occur in the setting.

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

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

- ensure staff provide consistent opportunities to allow children to develop their independence skills even further
- ensure staff give children sufficient time to think, process and respond to questions asked
- enhance the already good-quality monitoring of staff practice, to develop their performance to an even higher level.

## Setting details

<b>Unique reference number</b>	EY446305
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10109906
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	McCormack, Laura Jayne
<b>Registered person unique reference number</b>	RP905466
<b>Telephone number</b>	01772 684 444
<b>Date of previous inspection</b>	15 October 2012

## Information about this early years setting

Wrea Green Pre-School Nursery registered in 2012. It is located in the Wrea Green area of Preston, Lancashire and is managed by a private provider. The pre-school employs five members of childcare staff. All staff are qualified to level 3 and above, including one staff member who holds Early Years Professional Status. The pre-school opens Monday to Friday, term-time only. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Laura Green

## Inspection activities

- The inspector toured the preschool and held discussions with the manager about how they promote children's learning.
- The manager and inspector carried out a joint observation of a planned activity.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- Relevant documentation was viewed, such as evidence of the suitability of all staff working in the preschool.
- A meeting was held between the inspector and the preschool manager.
- The inspector held discussions with staff and parents at appropriate times during the inspection.

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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