

# Inspection of Wingerworth Pre School

Hunloke Park Primary School, Lodge Drive, Wingerworth, Chesterfield, Derbyshire  
S42 6PT

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Inspection date: 28 November 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

Children are very happy and settled at the pre-school. They eagerly wait for their friends to arrive before freely choosing from the many activities available to them. Staff support children in their independent play effectively. However, there are few planned and purposeful play opportunities led by adults. As a result, learning is incidental. That said, children are making typical progress from their starting points.

Children feel safe and develop positive attachments with staff. Parents comment on how approachable and supportive the staff are. Staff have high expectations of the younger children. They support children to develop an understanding of how to share and take turns. This has a positive impact on children's behaviour and attitudes to learning. Children help to tidy up their activities and learn to respect the resources.

Children's communication and language skills are well supported. They listen to stories and sing songs, happily joining in with the actions. Children explore technology as they take photographs of their favourite activity or friend in the pre-school. Younger children laugh as they tip out porridge oats from containers, saying 'mine is empty now' before filling them up again using the ladles and spoons provided. However, at times, older children are not provided with enough challenge to extend their learning even further.

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

- The environment is organised to allow children to be independent in making choices. However, the activities provided do not support older children with enough challenge in their learning to ensure they make the best possible progress.
- The pre-school follows safer recruitment procedures when employing new members of staff and a programme of induction is carried out. However, ongoing supervisions for all staff have lapsed. As a result, there are few opportunities for staff to reflect on their practice and improve the quality of their teaching through coaching.
- The curriculum is not ambitious enough for older children and does not offer a balance of child-initiated and adult-led play. Staff lack understanding of how to plan learning experiences that build on children's existing abilities. The manager has recognised these weaknesses but has not considered how she can raise the quality of education to provide meaningful learning experiences for all children.
- Parents speak very highly of the kind and caring staff. Many parents report that they chose the pre-school due to the approachable nature of the staff. Parents attend parents' evenings where they gain information about their child's learning

and development. However, this information is not consistently shared with parents. This means not all parents are supported to build on children's learning at home.

- The pre-school promotes the health and safety of the children. Children have access to fresh air in the secure outdoor environment where they can ride bikes. Children take risks and develop new physical skills as they learn to use the slide, supported by staff as they climb the steps. Children understand the need to wash their hands before their snack and at lunchtime.
- Children's behaviour throughout the pre-school is good. Staff are consistent with their management of children's behaviour and make their expectations clear. These expectations are shared with parents to ensure a joint approach.
- Staff support children with special educational needs and/or disabilities well and provide additional support where needed to help close any gaps in their learning. For example, staff take advice from other professionals to support all children to achieve their potential.
- The pre-school provides an inclusive environment for all children. They learn about different cultures and different festivals. Children learn about the world around them and their community. For example, they visit the local church to decorate a tree for the 'Festival of Light' celebration.
- Children are supported well for their move to school to give them the best possible start. The manager has built positive partnerships with feeder schools. Staff from the schools visit the children in the pre-school. In addition, children join with Reception children in the connecting school for shared play activities.
- Children's communication and language abilities are developing well. This is because staff engage in conversations with children to support their understanding of language. For example, children talk about their favourite pets at home to staff, who their friends are in the playgroup and the activities they like best.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are knowledgeable about the safeguarding procedures and know what to do if they have a concern about a child's well-being. They know who they can speak to if they have a concern about a member of staff in the pre-school. All staff are aware of wider safeguarding issues, such as the 'Prevent' duty, and are mindful of changes to a child's behaviour that might indicate a concern. Children play in a safe and secure environment. All staff have undertaken paediatric first-aid and food hygiene training, further supporting children's safety and well-being.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
provide staff with professional development and training opportunities to enable them to deliver meaningful learning experiences to children across the curriculum	31/01/2020
establish appropriate systems for the supervision of staff to help to improve the effectiveness of the education children receive.	31/01/2020

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

- focus on all the available opportunities within activities to challenge and extend older children's learning even further
- review the arrangements of how children's next steps of development are shared with parents to ensure that all parents know how they can fully support their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY378209
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10071571
<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>	2 to 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Wingerworth Pre-School Committee
<b>Registered person unique reference number</b>	RP522297
<b>Telephone number</b>	01246 917446
<b>Date of previous inspection</b>	3 November 2015

## Information about this early years setting

Wingerworth Pre School registered in 2008. It is situated in the grounds of Hunloke Park Primary School in Wingerworth, Derbyshire. The pre-school opens Monday to Friday during term time only. Sessions are from 8.15am until 4.15pm. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Wilcockson

## Inspection activities

- The inspector completed a learning walk and a joint observation of an activity with the manager to understand how the early years provision and curriculum are organised.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to some members of staff at appropriate times during the inspection.
- The inspector sampled documentation, including evidence of paediatric first-aid training.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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