

Inspection of Wingerworth Pre School

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

Inspection date: 16 June 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's health and safety are not assured. The pre-school committee has not provided information to Ofsted for checks to be completed, leaving the suitability of committee members unchecked. Children do not have access to drinking water at all times and this compromises their health and well-being.

Children show curiosity and interest in the activities provided, and at times are focused on their chosen play. However, staff are not clear about what they want the children to learn. They do not always find out about what children already know and can do. Children are not offered a broad range of learning experiences and activities. Staff do not actively encourage children to explore their environment. This limits the progress that children can make in their learning and development. At lunchtime, staff carry out tasks such as tidying away tables. This takes their full attention away from the children, meaning the children are left to play by themselves until the domestic duties are completed. Children appear to be happy and settled overall. They have built secure friendships with their peers. Children work cooperatively to help one another to build walls with soft construction materials. They behave well.

Since the COVID-19 (coronavirus) pandemic, children, on the whole, happily enter the premises as their parents remain at the pre-school door. Children are familiar with routines and what is expected of them. For example, they hang their coats and hats on their designated peg and place their lunch boxes on the storage trolley.

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

- The provider has not followed the correct procedures when appointing new members of the committee. They have not supplied Ofsted with information regarding new committee members, to enable suitability checks to be carried out. This compromises children's safety.
- Children do not have access to drinking water at all times. That said, staff do provide healthy snacks such as toast with butter, fresh fruit and milk to drink.
- Too many staff take their lunch break away from the pre-school room at the same time. This means there are not enough adults to support the needs of the children. Although the children are safe, staff undertake supervisory and domestic roles rather than engaging in purposeful learning opportunities with them during this time.
- The provider does not monitor the quality of provision effectively. They do not identify weaknesses in practice or give all staff the monitoring, training and support they need. As a result, the curriculum is unclear, and staff provide a poor education for children. Actions set following a previous inspection by Ofsted

have not been met. The provider has not demonstrated the capacity to improve.

- Despite some training and staff supervision, teaching is weak and the curriculum for children's learning is not effective. Some staff interactions and engagement with children is poor. This means that some children are not challenged enough in their play or encouraged to try different experiences. For example, children remain at an art and craft activity for an exceptionally long period of time, and with minimal interaction from staff. This means that children are not being given the necessary support to deepen their knowledge or develop their communication and language skills.
- Staff are not clear about what they intend for individual children to learn from the activities and experiences they provide. They do not find out from parents about what children know and can do, and what their experiences are at home. This results in poorly planned experiences which do not support the next steps in children's learning. Consequently, any learning for children is incidental. This also means that staff do not build on children's interests and what they already know, to progress to the next stage in their development and to broaden their experiences.
- Children are familiar with routines and what is expected of them. They know to stop what they are doing, put their hands up in the air and listen to instructions before helping to tidy away the toys ready for story time. They sit well and remain focused during the story and singing time. Children have formed secure attachments with the staff.
- Parents report that they are happy with the service they receive from the pre-school. They value the support offered to them by the pre-school during the COVID-19 pandemic. They also say how their children have been happy to continue to attend the setting.
- Children use their imaginative skills well. They play cooperatively as they devise games between themselves. For example, they use large cardboard boxes, turning them into surprise birthday cakes and boats.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured. The provider does not follow the correct procedures for informing Ofsted of changes to committee members. Ofsted has not been able to complete the necessary suitability checks for these individuals. However, recruitment and checking procedures for staff are in place. All childcare staff are suitable to work with children. Risk assessments conducted by staff make sure that the premises are safe and secure. Staff have a secure understanding of procedures they must follow if they have concerns about a child's welfare, including indicators that a child is being exposed to extreme views.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the necessary information to enable suitability checks for all members of the committee to be completed	30/06/2021
ensure fresh drinking water is available and accessible to all children at all times	17/06/2021
make sure that staff-to-child ratios are met at all times	17/06/2021
develop further the process in place for the supervision of staff, to provide targeted coaching, mentoring and training to improve the quality of teaching and staff understanding of how to implement the curriculum	14/07/2021
support staff to help them to improve their understanding of the learning intentions for children and the quality of their interactions with them, to challenge and extend children's learning more effectively as they play	14/07/2021
design and implement an effective curriculum to ensure all children's interests and needs are met, and broaden their experiences from home	14/07/2021
use information from parents and observations of children to plan and provide suitably challenging experiences that capture individual children's interests and build on what they already know and can do.	14/07/2021

Setting details

Unique reference number	EY378209
Local authority	Derbyshire
Inspection number	10136875
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	43
Name of registered person	Wingerworth Pre-School Committee
Registered person unique reference number	RP522297
Telephone number	01246 917446
Date of previous inspection	28 November 2019

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 nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including the evidence of the suitability of committee members of the pre-school and of the adults working with the children.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector took account of the views from parents spoken to on the day of the inspection.
- The inspector spoke with the manager, staff and the children at appropriate times throughout 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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