

Inspection of Werrington Pre-School

Village Hall, Ash Bank Road, Stoke-On-Trent, Staffordshire ST9 0JS

Inspection date: 13 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children benefit from a pre-school which provides them with a new and exciting environment each day. Children are happy and eager to learn and explore. Their interests and developmental needs are catered for daily. For example, staff know that children love to dress up, and for many children dressing up is the first thing they do when they arrive. Children talk about who they want to be and discuss their new characters. Children make secure friendships. They take their time to help each other fasten up their role play outfits. Children behave well. They are polite, take turns and wait patiently. For example, children put their hand up to answer a question.

Children are motivated and have a can-do attitude to learning. For example, children concentrate and take time to connect construction pieces together. They succeed through trial and error. Children demonstrate high levels of engagement. They listen intently to a story. They move their whole body to mimic what they are seeing in the story. Children sing songs. They sing numbers backwards from five to one and use their fingers to show their recognition of early mathematics.

Children develop the foundations needed to make healthy choices later in life. They role play tooth brushing and know that they need to brush their teeth twice a day. They are confident to identify healthy and unhealthy food. Children plant pretend vegetables. They know that vegetables need water, soil and sun to grow. They say, 'Before we eat vegetables, we must clean them.'

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

- Children receive choice within routine play. Staff gather the views of children to understand which activities children would like to explore the following day. Children independently select a song to sing from the 'song bag'. They practise words and language. At times, staff do not consistently give children key words to underpin their understanding of activities. For example, when exploring vegetables, staff use 'them' and 'these' instead of providing children with the correct words for the vegetables they are talking about. This does not help to fully support children's developing language.
- Staff liaise effectively with the local school to support children's learning and development. Staff organise termly meetings with the school teachers to discuss those children who attend both sites. They work collectively to blend their curriculum. For example, pre-school children learn about growing vegetables and farming ahead of the school's farm trip.
- Children benefit from a purposefully planned environment which builds on their prior learning and provides opportunities for them to practise their skills further. Staff work together to evaluate the environment's learning intentions and the

impact it has on children. This ensures staff get a good overview of what all children need to make progress. However, staff do not consistently evaluate how to further challenge children's learning in the moment. For example, children race their cars and talk about how far the car rolls. Staff do not further explore measure or distance to introduce new concepts.

- Children's well-being is of high priority to staff. As a result, children settle well. When they first start, children draw a picture of their favourite things. This ensures that their views are heard and helps staff to plan activities based on children's interests. Staff consider the best time to conduct visits for new children. Key-person systems are effective. Staff offer children comfort when they feel upset.
- Children develop a good knowledge of the world through hands-on experiences and the personal experiences of others. Through interactions with visitors, children develop good personal, social and emotional skills. Children have visits from 'Builder John' to underpin their developing knowledge of construction, which they can later explore in play. They attend the local library to enhance their literacy skills. Children are seen as part of the community. Together with the local Scouts' group they decorated a poster using recyclable resources to celebrate the Queen's Platinum Jubilee.
- Managers work effectively alongside their team. They constantly observe the quality of teaching delivered. Staff benefit from peer observations, and less senior staff evaluate the manager's practice. This drives improvement across the whole workforce. Staff attend regular supervision meetings to discuss improvements. Managers share a wealth of literature to enhance staff's professional development. Newly qualified staff feel highly supported. At times, managers do not observe the impact that staff deployment has on children's outcomes. For example, at lunchtime, staff do not always sit with children. Therefore, children do not consistently receive the support they need to carry out tasks, such as opening their yoghurts.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are knowledgeable about child protection and safeguarding issues. They have a good understanding of different types of abuse, including female genital mutilation and the 'Prevent' duty. Staff understand the correct procedures to follow if they have concerns about a child's welfare. They are confident to whistle-blow should they have concerns about staff conduct, including changes in behaviours. Managers demonstrate clear procedures to ensure the safe selection and recruitment of staff working with children. They liaise with local safeguarding partnerships to keep skills and knowledge up to date. This ensures staff are confident in their role to safeguard children. Children are taught what to do in an emergency. The 'Rescue Annie' doll teaches children about simple first aid and cardiopulmonary resuscitation.

What does the setting need to do to improve?

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

- support staff to recognise when to extend children's interests and learning, and enhance their developing vocabulary
- evaluate how to further deploy staff during routine activities, such as mealtimes, to ensure the needs of all children are fully met.

Setting details

Unique reference number	EY485543
Local authority	Staffordshire
Inspection number	10236603
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	43
Name of registered person	Werrington Pre-School + Out of School Club LTD
Registered person unique reference number	RP907318
Telephone number	07929904175
Date of previous inspection	7 September 2016

Information about this early years setting

Werrington Pre-School registered in 2015. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5 and two hold qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions on Monday, Tuesday and Wednesday are from 9am until midday. On Thursday and Friday, sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- A joint observation was carried out by the inspector and the manager.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and safeguarding and behaviour policies.
- The views of parents were considered by the inspector, through verbal discussions.

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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