

Inspection of Wonderworks Pre-School (registration until: 20 Jun 2022)

Chaddesden Memorial Hall, Chaddesden Lane, Chaddesden, Derby, Derbyshire
DE21 6LN

Inspection date: 17 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and arrive at pre-school full of excitement, eager to choose where and what they want to play with. They play cooperatively together and solve problems. This is evident as a group of older children negotiate how to fix the balancing beam with support from staff. They decide which piece to put in next and use hammers carefully to secure the pieces. They take turns using the hammers, and talk to each other as they wait for their turn. Once complete, children safely balance along the beam, stretching their arms out and jumping off at the end shouting, 'I've done it'.

Children behave well and have a positive attitude to their learning. They use their small-muscle skills and handle tools as they play with the bubble mixture. They blow big bubbles and watch as they glide up into the sky. They relish this play and scream 'Pop' as the bubbles land. Staff compare the size of the bubbles with the children and count how many little bubbles they blow. Staff introduce words, such as 'Splash', to encourage younger children to begin to describe what they are doing.

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

- The manager supports staff effectively and encourages them to attend training, such as a course on encouraging children to talk. Staff use the information they gain from the training and implement a good communication and language programme. They promote children's language skills well, which helps their future learning. They use single words, which they repeat for young children to hear and give them running commentaries, so they can begin to understand new words. They question older children and encourage them to hold conversations. For example, while painting, children talk about their families. They use describing words, such as long and short, to describe their parents' and siblings' hair.
- Staff are successful in incorporating numbers and simple mathematical concepts, such as addition and subtraction, into everyday activities. They encourage children to count and use numbers while they play. Younger children recite numbers one to five as they roll balls down tubes and older children learn to use a calculator. They recognise the numbers on the screen and press the add and subtract signs and then tell staff the answer displayed.
- Staff provide good support for children with special educational needs and/or disabilities. The manager and staff work closely with parents and other agencies, such as speech therapists, to develop support plans and ensure that children's individual needs are met.
- Staff let parents know about their children's learning achievements, so that parents can further help their children at home if they wish. Staff gather

information from parents about the experiences children have at home. They find out that many children do not have gardens. Therefore, they provide opportunities for children to plant flowers and look after insects in the bughouse. This helps to widen their knowledge of nature and the world around them.

- Staff are good role models for promoting children's good behaviour and encourage children to play together. For example, as two children have a dispute about a toy, a member of staff watches for a while and, as the dispute continues, she steps in and talks to the children. She gets down to the children's level and explains about sharing the toys. Both children listen well and go off and play together.
- Staff support children's independence overall. For example, they encourage children to wash and dry their hands, pour their own drinks, and help themselves to their fruit at snack times. However, some staff complete simple tasks for older children. For example, they wipe their noses, put on their aprons for craft activities, and open their lunch boxes. These are tasks the older children could try and do for themselves to extend their independence and self-care skills.
- Staff interact with children and join in their play. They implement a curriculum that provides suitably challenging experiences to promote children's learning, such as developing their imagination as they pretend to cook curry and chocolate cake in the mud kitchen. However, at times, the organisation of larger group activities is not sharply focused enough to capture every child's individual needs. As a result, some younger children lose concentration, become disengaged, and talk among themselves. Consequently, they do not benefit from these activities as well as others.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete safeguarding training and have a good awareness of child protection issues. Staff recognise the signs and symptoms that may indicate a child is at risk of harm, and know the correct reporting procedure to follow. Staff are aware of their duty to prevent children being drawn into situations that put them at risk. There are clear procedures in place for staff recruitment, and effective systems to monitor their ongoing suitability. Staff complete thorough risk assessments of the environment and minimise hazards to ensure that children can play safely.

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 develop older children's independence and self-care skills to encourage them to manage simple tasks for themselves

- review the organisation of whole-group activities and consider the learning for all children present, especially the younger children.

Setting details

Unique reference number	2568273
Local authority	Derby
Inspection number	10239444
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	41
Number of children on roll	40
Name of registered person	Wonderworks Pre-School Partnership
Registered person unique reference number	2568272
Telephone number	07468097038
Date of previous inspection	Not applicable

Information about this early years setting

Wonderworks Pre-School registered in 2020 and is located in Chaddesden Memorial Hall, Chaddesden, Derbyshire. The pre-school employs six members of staff of whom all hold an early years qualification at level 2 or 3. The pre-school operates from 9am until 3pm, term time only. It provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector completed a learning walk with the manager and discussed how she organises and implements the curriculum. The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The staff spoke to the inspector about their key children and how they implemented the curriculum.
- The parents spoke to the inspector by telephone, so she could take into account their views.
- The inspector had a discussion with the manager about training and how she evaluates her own practice and that of the staff.
- The manager showed the inspector relevant documentation and evidence of the suitability of the staff.

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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