

Inspection of Wellhouse Pre-School

Wellhouse Lane, Mirfield, West Yorkshire WF14 0BE

Inspection date: 14 September 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive at this pre-school and receive a warm welcome from staff. Children separate from their parents with ease and enter confidently. Staff design an environment and plan activities that build on what children already know and can do. For example, they have created a sensory area to support younger children to settle into the pre-school. Two- and three-year-old children are excited to play in this area. They successfully share their toys and happily enjoy each other's company.

Managers value the key-person system. This helps children to feel safe and secure at the pre-school. Children establish nurturing relationships with their key person during the settling-in period. Throughout the day, children regularly check in with their key person, and they enjoy warm interactions and conversations with them. Staff have high expectations of children. Children behave well and show kindness to their friends. Staff celebrate these achievements.

Managers made changes to pre-school routines during the COVID-19 pandemic. These adaptations kept children safe and limited cross-infection. The majority of these changes have now been reversed. Parents speak highly of the pre-school. They feel supported by staff and report that they are kept informed about what their children are learning via an online app.

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

- Leadership and management of the pre-school are good. Staff receive adequate supervision, and managers regularly monitor staff's health and well-being. However, staff's professional development is not sharply focused. Staff have had limited access to training to extend their practice and build on their existing knowledge of child development following the COVID-19 pandemic.
- Children with special educational needs and/or disabilities are supported well. The special educational needs coordinator works closely with the local school and other professionals. She knows how to make timely referrals to outside agencies to ensure that children receive the right support at the right time. All children are well supported when they move on to school or their next setting.
- Children enjoy singing together at group time. They sing the 'shake shake' song enthusiastically and try hard to join in with the actions. Staff support children by singing the words very clearly and by role modelling the actions.
- Staff create an environment that supports children's language development. They ask children questions that encourage them to think and plan. For example, children build a wall in the garden. Children are encouraged to experiment with different-sized bricks to create their desired effect. Staff introduce new vocabulary at appropriate times and repeat these new words back

to children.

- Children who are able, and ready, to manage tasks on their own are not consistently supported to do so. For example, at snack time, children are served fresh fruit prepared by staff. Children are not encouraged to pick up their own name card or place their fruit on their plate.
- Children enjoy learning about what makes them unique. For example, children think about who lives with them in their home. They enjoy discussions about their families as they create pictures of their homes and family members. Staff celebrate children's diversity.
- Staff encourage children to be resilient learners. For example, two-year-old children are supported to cut paper with scissors. Children demonstrate resilience when things do not work at first and demonstrate motivation to keep on trying. Children are proud of their achievements and receive lots of praise for trying hard.
- Staff promote children's physical health. Children enjoy playing outside in the fresh air. They have access to a range of equipment and activities that help them to build their muscles and move their bodies. For example, children skilfully move across a balance beam using their arms and feet to keep their balance.
- Parents are very happy with the pre-school. They praise staff for their support and kindness. Parents report that children settle into the pre-school very quickly, learn lots of new words and develop a close relationship with key staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good safeguarding knowledge. They are alert to the signs and symptoms of abuse and know who to refer to if they have concerns about a child's welfare. Staff have a good understanding of a range of safeguarding issues, including female genital mutilation and 'Prevent' duty. Managers keep staff's safeguarding knowledge up to date through in-house training. They make sure that there is a member of staff who is qualified in first aid present every day. The environment is safe and secure, and equipment is in a good state of repair and fit for purpose. Staff know who to refer to if an allegation is made about an adult working with the children.

What does the setting need to do to improve?

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

- extend staff's professional development and training opportunities to enhance their practice and knowledge and understanding of child development
- give children consistent opportunities to develop their independence during the routines of the day.

Setting details

Unique reference number	EY244377
Local authority	Kirklees
Inspection number	10131567
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	26
Number of children on roll	20
Name of registered person	Wellhouse Pre-School Committee
Registered person unique reference number	RP520973
Telephone number	01924 493216
Date of previous inspection	2 February 2016

Information about this early years setting

Wellhouse Pre-School registered in 2002 and is located in Mirfield, West Yorkshire. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 4 and one at level 5. The pre-school opens all year round, from 9am until 3.15pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Bligh

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of 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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