

Inspection of Little Wrens Nursery & Pre School

Wrenthorpe Health Centre, Wrenthorpe Lane, Wrenthorpe, Wakefield, Yorkshire
WF2 0NL

Inspection date:

28 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are encouraged to explore the well-resourced setting, indoors and outdoors. They confidently explore with a willingness to learn. Staff encourage learning through free play and support children to make their own choices. Children of all ages display a positive attitude to join in and have a go in the learning environment. They joyfully take part in 'wake up shake up' as they sing and dance along to the music to prepare their minds and bodies for the day ahead.

Staff can identify children's current stages of development and know what they want individual children to learn next. However, staff do not consistently display the skills to put this into practice and to challenge children to meet their next milestones. Staff focus heavily on free play, which encourages children's independence and choices. However, due to the lack of focus on individual stages of development, this approach has an impact on the progress that individual children could be making in their learning and development.

Children of all ages enjoy being outdoors. They move freely around the large spaces provided and demonstrate a wide variety of physical skills. They run, climb, manoeuvre ride-on toys and balance along stepping stones. Staff state that they encourage children to make their own choices about whether they wear coats. On the day of the inspection, some children were playing out for a considerable time without appropriate clothing for the cool weather. Some children had bare limbs and were visibly cold. This practice does not promote the good health of young children.

There are positive relationships between staff, children and parents. Staff know children well, despite recent staff changes. Positive parent partnerships are maintained through effective communication on arrival and collection. This has a positive outcome on children's well-being, particularly those with special educational needs and/or disabilities.

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

- The manager and staff show an awareness of how they intend to support children with what they need to learn next. For example, they provide children with dedicated quiet rooms to support communication and language skills. A well-resourced sensory room is also accessed in small key groups. Children happily explore the sensory room and resources on offer. However, staff are unclear about how this focused time is directly targeted to children's individual next steps or how these sessions build on children's existing skills. This limits the potential of the dedicated groups and the progress children could be making.
- There are several staff available to work with children, including some who are

highly qualified. However, on a number of occasions, staff do not deploy themselves effectively to promote children's care and education. For example, one member of staff is left to support a very large group of children during snack time. Children who may require support do not receive it. As a result, they become unsettled and the atmosphere of snack time is chaotic. Although other staff are available at this time, they sit with individual children or complete other tasks. Consequently, children's individual care and learning needs are not addressed.

- Babies' care and learning are delivered across three secure rooms. The manager and staff have thought carefully about the layout of the rooms and are reflective about how they are going to use these in the future. Babies access resources with the support of staff, including messy play and stories. They show enjoyment as they build on their physical skills, such as crawling and pulling to standing position. Staff cuddle and comfort babies when distressed and meet their care needs with compassion. Children are soothed to sleep, and staff ensure babies are checked on regularly to promote safe sleeping arrangements.
- Staff communicate effectively with children of all ages. Interactions between staff and children are positive and staff place a strong focus on talking to children. Staff model language and encourage children to engage in conversations with them and their peers. For example, staff narrate children's play, provide regular praise and position themselves at children's eye level. Children respond positively to these interactions and are confident communicators.
- The manager is aware of the setting's weaknesses and is proactive in overcoming these. The manager has clear plans in place to implement effective change, including newly recruited staff. The manager is committed to improving staff practice through tailored professional development and support.
- Older children are beginning to develop their creative and sensory skills. They cut paper using scissors with confidence, create and display their own artwork and explore the 'dinosaurs in goo'.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a clear understanding of how to safeguard children effectively. The staff are trained and have suitable safeguarding knowledge. They know their designated safeguarding lead and are aware of the steps to take if any safeguarding concerns arose. Accidents are recorded and the manager oversees the effectiveness of safeguarding well. All staff members have Disclosure and Barring Service checks and are trained in first aid.

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 staff practices promote children's good health, safety and physical well-being at all times	27/12/2022
ensure that staff deployment is effective so children are supported with their care and learning needs at all times	27/12/2022
ensure that staff have the knowledge and experience to support children to learn new skills through a challenging curriculum which builds on what children already know and can do.	27/12/2022

Setting details

Unique reference number	2576178
Local authority	Wakefield
Inspection number	10250905
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	77
Name of registered person	Pitchforth, Marie
Registered person unique reference number	2576177
Telephone number	07854860134
Date of previous inspection	Not applicable

Information about this early years setting

Little Wrens Nursery & Pre School registered in 2020. The nursery employs 20 members of childcare, of whom 18 hold early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round, except for bank holidays and the period between Christmas and New Year. Sessions are from 7am until 6pm.

Information about this inspection

Inspector

Jade Charlton

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between staff and the children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.

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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