

Inspection of Waterton Pre Schools - Wrenthorpe

Wrenthorpe Academy, Imperial Avenue, Wrenthorpe, Wakefield, Yorkshire WF2
OLW

Inspection date: 20 October 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

Staff have high expectations for children's learning and development. Children aged two to five years have good opportunities to enhance their knowledge of the world and their personal, social, and emotional development. For example, as they engage in a bread-making activity, children work together, take turns and build friendships. Children talk about the colour, texture and smell of the ingredients they use. They recall baking at home with their parents and grandparents.

Children gain independence skills as they pour their own drinks at snack time and use a knife and fork at lunchtime. They develop their small hand muscles as they use scissors to cut cardboard boxes. Staff provide lots of praise and encouragement to help to develop children's self-esteem. Children develop a love of songs, stories and action rhymes. They enhance their language skills through listening to the words of songs and copying staff's actions. Children use props as they sing songs, which supports their engagement in the activity. They behave well. Children show respect and kindness to their friends as they listen and wait for each other to stop speaking before they do so in a group. Children play in a safe and welcoming environment.

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

- The curriculum supports children's early literacy and communication skills well. For example, staff ask questions that encourage children to think when they read stories. They pause when they sing songs to allow children to fill in the missing words. Children learn new words as they bake. For example, they talk about 'yeast' and recall the process of baking bread from a favourite book called 'The Little Red Hen'. However, staff do not always plan group-time activities to support all children's individual learning needs. For example, children join in with songs and rhymes at the beginning of the activity. However, as the play goes on, they are not all challenged, and children leave the activity.
- Children enjoy snacks of fresh fruit and home-cooked food at lunchtime. Children walk around the local community and go on trips. They have opportunities to enhance their physical development outside of the setting. Children learn how to cross the road safely and keep safe in the community. The setting implements 'safeguarding week', which embeds further how to keep themselves safe in the home and community.
- There is a highly effective key-person system in place. Staff complete observations and identify children with special educational needs and/or disabilities (SEND) well. They work collaboratively with partner agencies and parents to ensure they meet children's individual needs. Staff gather relevant information about children to enable a smooth transition to the setting. They undertake specific in-house training to make sure they fully understand

children's care needs.

- Leaders and staff have a very strong vision for what they want the children to learn and do. They provide a curriculum that helps children to achieve the skills they will need for their next stage in learning.
- Parents report that communication is excellent between them and staff. Staff update parents on their children's progress through meet-and-greet sessions, parents' evenings and the online nursery app. Staff share ideas through the newsletter and notice board about how parents can further support their children's learning at home.
- The manager and staff support children well for when the time comes for children to move on to school. The manager and staff have effective relationships with local schools and implement transition plans for all children. They work closely with schools to identify children who may need further support.
- The manager uses funding well to purchase items such as resources and hot school meals. This allows all children, including those with SEND, to access the whole curriculum and join their friends at lunchtimes.
- The manager carries out regular observations of staff, supervisions and appraisals. This ensures staff have opportunities for professional development. There are two trained well-being officers. Staff consistently report high levels of support for their emotional welfare.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep children safe and promote their welfare. The processes for recruitment and checking staff suitability are strong. New staff receive an induction which covers safeguarding training and child protection. The manager holds weekly discussions with staff. She arranges safeguarding quizzes at team meetings to ensure their knowledge is secure. Staff know how to recognise the possible signs and symptoms of abuse and neglect. They know how to recognise safeguarding issues, such as female genital mutilation and extreme behaviours and views. Staff know the processes to follow should they have any safeguarding concerns. They have regular discussions with children and parents about the use of technology and internet safety.

What does the setting need to do to improve?

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

- consider the age range and number of children when planning group activities to make sure that all children remain engaged and focused on their learning.

Setting details

Unique reference number	2563982
Local authority	Wakefield
Inspection number	10250829
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 5
Total number of places	40
Number of children on roll	55
Name of registered person	Waterton Pre Schools
Registered person unique reference number	2563981
Telephone number	01924370770
Date of previous inspection	Not applicable

Information about this early years setting

Waterton Pre Schools - Wrenthorpe registered in 2020. It operates from the Wrenthorpe Academy site. The pre-school employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including one member of staff who has qualified teacher status. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jackie Ward

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- Parents and grandparents 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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