

# Inspection of LiveWires Pre-School

The Old School Room, Methodist Church, Chapel Street, Easingwold, North  
Yorkshire YO61 3AE

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Inspection date: 29 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the pre-school happily and are keen to engage in the range of activities on offer. They confidently follow their own interests and enjoy their learning. They learn to be very polite and are attentive when staff speak to them. This supports their good behaviour, learning and safety. Older children automatically say 'please,' 'thank you' and 'excuse me' when speaking to adults and as they play with their friends.

Children are particularly motivated outdoors. They rush excitedly to match the animal footprints with the appropriate animal pictures. They are often reflective as they search for worms and insects, or chat as they mix the cake batter. Children develop their language due to their keen interest in the topic. They learn new vocabulary, such as 'similar' and 'habitat', to talk about their play and learning. Staff provide lots of opportunities for discussion. This supports their language and understanding.

Staff are perceptive to children's individual needs. They work closely with parents and other agencies. This means that children get the support they need and are entitled to. Parents confirm that staff are dedicated to supporting their children.

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

- The curriculum is very well planned. It is sequenced effectively and invitingly presented. Staff skilfully adapt their planning to capture children's imagination. This means that children continue to be excited about their learning. For example, guided by staff, children recall what they have learned about eggs and chickens. They go on to discuss which other animals lay eggs and move on to talk about dinosaurs. This learning is successfully revisited when discussing cake ingredients. Children know what type of eggs they need. Children quickly make sense of what they are being taught and make good links in their learning.
- Staff focus on supporting children's language. They are clear about the specific vocabulary they need to teach and diligently follow this through. Detailed observations of children's speech enable staff to identify when additional help is required. This helps them to plan singing activities that include a sound such as 'f' that needs practising. This process also identifies when specialist help is needed.
- Staff use the outdoor area effectively to promote children's progress in all areas of learning and support their good health. Children's mathematical understanding is encouraged at every opportunity. They weigh and measure the ingredients for the cake to be baked in orange peel. They quickly match which animal prints have five toes. They have great fun counting to 20, and sometimes beyond, as they bounce on the trampoline. Children build up a healthy appetite

from the fresh air and exercise. They say they like all their lunches, particularly when it is 'fish Friday'.

- Staff forge close partnerships with parents and trusting relationships with children. This helps them to understand children's needs and has a significant impact on their learning, behaviour and safety. For example, by knowing children so well, staff notice immediately when their needs change.
- The manager has a clear focus for self-evaluation and the continued improvement of the pre-school. Staff have addressed the recommendations raised at the last inspection. For example, group times work very well. Younger children are included in the activity by a member of staff so that the group is not distracted. When children are able to participate effectively, they are included in the group. Children are well prepared for the next stage in their learning.
- Processes for monitoring the quality of provision, and supporting staff practice, are embedded effectively. This is, on the whole, having a positive impact on the overall quality of provision. However, there are still some minor inconsistencies in the quality of teaching. For example, occasionally, children's poor speech goes uncorrected. Similarly, there are times when children's independence could be further supported as they prepare for lunch. This does not help children to make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

Procedures for staff recruitment and support mean that all adults are suitable to work with children. Regular training helps staff to understand the signs that children might be at risk of harm. Procedures to ensure that families get the help they need are secure and understood by staff. Staff know the children's families well. They understand the everyday difficulties that some families experience. They know how to secure early help to ensure that minor problems do not escalate. Children's very good behaviour also supports their safety. They learn to heed staff when they are reminded to hold on to the trampoline carefully, or how best to handle the cooking utensils.

## What does the setting need to do to improve?

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

- monitor staff's interactions and routines to identify where further improvements can be made to children's language skills and independence.

## Setting details

<b>Unique reference number</b>	2592173
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10238186
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Live Wires Club Limited
<b>Registered person unique reference number</b>	RP907345
<b>Telephone number</b>	01347 469170
<b>Date of previous inspection</b>	1 April 2022

## Information about this early years setting

LiveWires Pre-School registered in August 2020 and is situated in Easingwold, York. The pre-school operates from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The pre-school employs four members of staff. Of these, three hold early years qualifications from level 2 to level 6. The manager holds early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Pat Edmond

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, parents and 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 on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the pre-school and a range of other documentation required for the safe and effective management of the provision.

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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