

Inspection of Little Wrens Nursery & Pre School

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

Inspection date: 14 September 2023

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

What is it like to attend this early years setting?

The provision is good

Children are engaged and interested in the wide range of opportunities that staff provide for them. Staff provide opportunities for children to develop their physical skills. Children use the muscles in their legs to push themselves along in wheeled toys or to climb in and out of the large sandpit. Staff sensitively support children as they try to balance across blocks. Furniture and equipment are skilfully organised to support children who are transitioning from crawling to walking.

Staff create an environment that is rich in language. They say 'splash splash' as children bang their hands in the water. Children say 'duck' and staff say 'blue duck'. This increases the number of words children hear. Staff regularly introduce nursery rhymes into play. For example, they sing 'Five Little Ducks' as children play in the water. Children are starting to repeat some of the words in familiar songs, such as 'quack quack'. Children develop a wide range of vocabulary from an early age.

Staff encourage children to share their toys as they play in the water. They encourage children to play alongside each other. As children tidy up their toys, staff praise them. Children learn what is expected of them and follow the nursery routine with ease.

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

- The manager and staff create a varied curriculum that builds on what children already know and can do. Staff know children well and consider children's interests when deciding what they want them to learn next. This helps children to stay engaged in their learning.
- Staff support children's mathematical development. They regularly count with children as they play. They point out shapes in the outdoor area and say words such as 'float' and 'sink' as children play in the water. Children learn simple mathematical concepts.
- Children are well prepared for school. Staff provide opportunities for children to develop their independence and social skills. At lunchtime, children wash their hands, pour their own water and hand out knives and forks. By the time children leave the nursery, they are ready for this next stage.
- Staff ask children questions to encourage them to think. For example, while reading a book, staff ask questions about the characters to encourage children to recall what they have previously learned. However, during child-led play, staff do not always encourage children to think critically by asking more open questions.
- Staff provide children with a wide range of experiences to develop their knowledge of the world. Children taste, touch, smell and listen to different objects and food. They learn about their local community and the cultures of

their friends. Children develop an understanding of the world around them.

- Children who need additional support are well supported by staff. They plan small-group or individual sessions for children with delayed language and communication skills. This provides focused time to help children to catch up with their peers.
- Parents say that their children have built lovely relationships with the warm and caring staff. They say that their children have improved their communication skills and have made friends. Parents feel supported to help their child at home and say that communication from staff is very good.
- The manager observes staff practice and plans training based on what she has observed. When the manager or staff attend training, they disseminate this to the rest of the team. For example, the manager has shared training that helps staff to support children's communication and language skills. This is helping staff to introduce more vocabulary to help children make further progress.
- Supervision and coaching processes are in place and staff say that they feel well supported. The manager has a good understanding of the strengths and weaknesses of staff practice. However, this is not yet ensuring that the quality of teaching is of a consistently high quality across the whole nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs that a child may be suffering from harm or abuse. They keep robust records and ensure that any concerns are immediately acted upon. This ensures that any concerns are swiftly acted upon if needed. The manager regularly shares updated information from the local safeguarding partnership to ensure that staff always have a current and good understanding of their safeguarding responsibilities. The manager has systems in place to ensure that all those caring for children are suitable to do so. This ensures that children are safe and secure at the nursery.

What does the setting need to do to improve?

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

- provide further opportunities for children to develop their critical thinking skills
- develop existing coaching and mentoring processes to improve the consistency of the quality of teaching.

Setting details

Unique reference number	2576178
Local authority	Wakefield
Inspection number	10260288
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	66
Name of registered person	Pitchforth, Marie
Registered person unique reference number	2576177
Telephone number	07854860134
Date of previous inspection	28 September 2022

Information about this early years setting

Little Wrens Nursery & Pre School registered in 2020. The nursery employs 15 members of childcare staff, of whom 14 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

Aimee Hill

Inspection activities

- The inspector discussed any continued 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.
- 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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