Inspection of Wetley Rocks Pre-School

The Village Hall, Mill Lane, Westley Rocks, Stoke-on-Trent, Staffordshire ST9 0BN

Inspection date:	11 June 2025

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

What is it like to attend this early years setting?

The provision is inadequate

Although the provider has notified Ofsted of changes to the committee, they have not ensured that Ofsted has all the required information to complete the required suitability checks. This is a breach of requirements. In addition, leaders do not have a good enough understanding of their roles and responsibilities. As a result, children's safety cannot be assured.

Despite the identified weaknesses, children are happy at the setting and engage positively with staff. Children form secure attachments and settle well. The curriculum supports every child to progress in their learning. Children find something of interest from the moment they arrive at pre-school, and spend sustained amounts of time engrossed in activities. Children develop positive interactions with staff. The behaviour of children is good. Children develop friendships with their peers and play cooperatively together. They are polite and use please and thank you without prompt. Staff are clear about their expectations and praise children for making positive choices, such as sharing toys and showing kindness and concern to each other. The consistent, positive feedback from staff helps children to understand the expected behaviours.

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

- All those who have oversight and governance of the provision have not had their suitability for their role confirmed by Ofsted. Ofsted knows of the nominated individual, who is also the manager, and suitability checks have been carried out to deem her suitable. However, suitability checks have not been completed for all other committee members. Because of these weaknesses, there are failures in strategies to hold known leaders to account in respect of their roles and responsibilities.
- Staff support children's learning and development well. They offer an ambitious, interesting, and well-thought-out curriculum based on children's interest. They build on what children know and can do. Staff use assessment and planning to identify and swiftly address any gaps in children's learning. Staff seek advice and guidance from other professionals to plan and review appropriate next steps in children's learning. This ensures all children receive the support they need to make good progress in relation to their starting points.
- Staff support communication and language development well. They engage children in back-and-forth conversations when they are playing. For instance, children talk about an upcoming visit to the dentist. Staff talk to children, asking questions about previous visits and what a dentist does. Children demonstrate their growing vocabulary as they confidently share their previous experiences, thoughts and ideas with each other and staff.
- Children develop good mathematical skills. For instance, staff count objects with

children as they play to secure their counting skills and help them to identify the digits that match.

- Staff plan and teach children about the world around them. They explore and talk about the similarities and differences between the children and their families. Children learn to be respectful and gain an understanding about how everyone is unique.
- There is a strong focus on promoting children's independence and ensuring that they are well prepared for their move on to school. For example, older children help to serve breakfast and pour drinks for themselves. They tidy away toys before getting more resources out.
- Staff help children to develop healthy lifestyles. Children enjoy practising their gross motor skills as they climb on the outdoor climbing frame and learn how to pedal bikes and cars. They giggle as they run around the garden playing simple games. Children follow good hygiene routines. They understand the importance of washing their hands before eating and after using the toilet.
- Lunchtime is a social occasion. Children chat about the fruit and vegetables they are eating and how these help to keep them healthy. Staff actively promote healthy eating and encourage children to make good food choices. Children learn about oral hygiene and the importance of brushing their teeth.
- Parents are very happy with the service provided by the pre-school. They say their children enjoy attending and talk excitedly about what they do while they are there. Parents appreciate how much their children have progressed in their learning since attending. They value the information staff share with them, such as photos and daily updates about their children's day. This information provides consistency between pre-school and home and supports children's development further.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

improve the implementation of procedures to ensure the necessary information is submitted to Ofsted in a timely manner to enable the required suitability checks to be completed for all members of the committee	31/07/2025
ensure effective arrangements are in place to improve leaders' and committee members' understanding of their roles and responsibilities.	20/07/2025

Setting details

Unique reference number	218278
Local authority	Staffordshire
Inspection number	10393009
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 4
Total number of places	26
Number of children on roll	26
Name of registered person	Wetley Rocks Pre-School Committee
Registered person unique reference number	RP907241
Telephone number	07714543413
Date of previous inspection	13 September 2019

Information about this early years setting

Wetley Rocks Pre-School registered in 1974 and is situated in Wetley Rocks, Staffordshire Moorlands. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 2 or level 3. The pre-school opens term time from Monday to Thursday, 9am until 3pm, and 9am until midday on a Friday. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector
Alexandra Beardmore

Inspection activities

- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector discussed how the pre-school organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the committee chair about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation during snack time.
- 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 pre-school.

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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