

Inspection of Wrea Green Pre-School Nursery

Wray Crescent, Wrea Green, PRESTON PR4 2WA

Inspection date: 2 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from a nurturing and inclusive environment that reflects the nursery's distinctive ethos of care, respect and curiosity. Leaders have created a safe, welcoming space where children quickly build confidence and positive relationships with both staff and peers. Children are happy, settled and secure. They enjoy regular access to both indoor and outdoor provisions. The nursery is situated within the community play area and has access to the allotments. This means that children have plenty of opportunities for exploration, which supports their understanding of the natural world. For example, children enjoy planting, growing and preparing food. This also promotes healthy eating habits and lifestyles.

High expectations for behaviour and opportunities for children to develop their independence are embedded across the nursery. Children respond positively to staff. They demonstrate respect and kindness towards others as they learn the nursery's 'golden rules'. Leaders and staff ensure the environment and routines enable all children, including those with special educational needs and/or disabilities (SEND), to thrive and make progress. The curriculum is carefully sequenced and engaging, allowing children to consolidate skills and make meaningful connections. As a result, children are well prepared for their next stage of learning.

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

- Children explore and make connections across all areas of learning. For example, children grow and prepare their own vegetables. This helps them to develop an understanding of the natural world and healthy eating. This approach ensures children consolidate knowledge and retain skills, preparing them for the next stage of their education.
- All children develop their communication and early literacy skills through daily routines and meaningful interactions. Children with SEND are given strategies to communicate their needs, such as through the use of visual aids and Makaton. Staff consistently implement targeted interventions, assessments and programmes to support children's speech and language development. As a result, all children make measurable progress from their starting points.
- Children benefit from plenty of fresh air and exercise. They access a large play area where they have lots of space to run and play. Children develop risk awareness and confidence as they use the large climbing equipment and wheeled toys. This supports children's physical well-being and resilience in preparation for their next stage of learning.
- Staff have high expectations for children's behaviour. Children learn to manage their behaviour and regulate their emotions through consistent routines and

clear expectations. Children respond to 'listening ears' and 'kind hands' reminders and demonstrate resilience, even when frustrated. This promotes positive relationships and supports children's emotional well-being.

- Overall, staff are skilled and attentive to children's needs. They know the children well and adapt their planning to suit individual children's interests and abilities. However, on occasion, quieter children are sometimes overlooked by staff during larger group interactions. Therefore, some children do not consistently benefit from the high-quality interactions that their more confident peers receive.
- Children are developing their independence and self-care skills well. They serve their own snacks, pour their own drinks and follow good hygiene routines. This helps children to understand the importance of good hygiene and supports their personal development.
- Staff receive regular coaching through supervision and training. This enables them to support children's learning and well-being effectively. The strong leadership ensures consistency, supports staff's knowledge and promotes high expectations for all children.
- Children learn about equality and diversity through carefully planned experiences. Staff share books and stories that reflect different families, cultures and communities. This supports children to understand different family make-ups. As a result, children develop respect for differences and are well prepared for life in modern Britain.
- Partnerships with parents are well established. Parents receive regular updates about their children's progress and ways they can support further learning at home. This supports learning continuity and ensures that any gaps in children's knowledge are addressed promptly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to consistently include quieter children during group times, ensuring all children have regular opportunities to engage and participate fully.

Setting details

Unique reference number	EY446305
Local authority	Lancashire
Inspection number	10398849
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	2 to 4
Total number of places	36
Number of children on roll	35
Name of registered person	McCormack, Laura Jayne
Registered person unique reference number	RP905466
Telephone number	01772 684 444
Date of previous inspection	12 November 2019

Information about this early years setting

Wrea Green Pre-School Nursery registered in 2012 and is situated in the Wrea Green area of Preston. The nursery employs seven members of staff. Of these, one holds a childcare qualification at level 6, one holds level 5, one holds level 4 and three hold level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 4pm. The nursery offers the government-funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 provider and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- 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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