

Whipper Snappers Pre-School

St Michael's Church Hall, Field Lane, Bartley Green, Birmingham, B32 3PS

Inspection date

Previous inspection date

11/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children take part in a range of activities which reflect their interests well. They choose from a wide range of good quality resources which are generally used effectively to support their learning as they make satisfactory progress.
- The detailed and effective safeguarding policy and procedures ensure that children are safe at all times. The manager makes sure that all staff have a thorough understanding of safeguarding and that their practice reflects this on a daily basis.
- The management and staff work as a strong team and are beginning to identify and target areas for improvement in the pre-school. This means that children's learning opportunities are improving.

It is not yet good because

- Staff do not have a clear understanding of the Early Years Foundation Stage, which means they do not consistently plan activities which provide enough differentiation or challenge to enable all children to make the best progress. At times, staff limit children's opportunities to learn independence skills.
- Staff have yet to fully engage all parents in their children's learning through the effective sharing of information about their achievements and by enhancing their learning at home.
- Self-evaluation does not fully support specific improvement targets.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main play rooms and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and a director of the provision.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Whipper Snappers Pre-School re-registered as a limited company in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and is one of three provisions owned by the same company. It operates from St Michael's Church Hall in the Bartley Green area of Birmingham. The pre-school serves the local area and is accessible to all children. It opens Monday to Friday from 9am to 12pm and from 12pm to 3pm during school term time only. There is a fully enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff, all but one of whom hold appropriate early years qualifications at levels 2 and 3. The manager has a degree in early years and childcare. Children attend for a variety of sessions. There are currently 52 children on roll who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities, and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff have a thorough understanding of the Early Years Foundation Stage and consistently use their observations of children to plan sharply focused next steps in learning which take account of children's learning styles and offer sufficient challenge for them to make good progress.

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

- explore ways to engage all parents in their children's learning through the effective sharing of information about their children's achievements and through supporting their learning at home
- provide more opportunities for children to develop their independence in their learning and in their self-care routines
- develop further self-evaluation in order to prioritise targets for improvement to support long-term achievements and outcomes for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff work well together as a team to plan interesting activities mainly based around children's interests. They are beginning to have an understanding of how to engage children in a range of activities and teach them to explore their learning in different ways, by using their interests to motivate them. For example, a child who loves to play with cars is encouraged to explore the sand when a range of vehicles is included, so that dumper trucks can be filled or patterns made with the tyres. Staff observe all children during their activities and use the guidance document Development matters in the Early Years Foundation Stage. This enables them to assess what children already know and can do, but this information is not always used effectively or consistently to plan each child's next steps in learning. This means that the activities sometimes lack sufficient challenge to enable children to extend their learning for future transition to school. For example, children are shown how to mix lighter colours of paint by adding white, but they do not have the opportunity to think about how this may be achieved or to try it for themselves. Planning takes into account the age range of the children attending, as there are two-, three- and four-year-olds grouped in the same room. Staff adapt the activities according to children's levels of ability so that they are suitable for each child's level of understanding.

Parents and carers receive with comprehensive information about the provision and about children's activities and their purpose. They speak to staff each day to share information about their children and have the opportunity to attend progress meetings throughout the year. They share some information about their children's achievements when they first start at the pre-school and children are assessed six weeks after this, so that staff have a starting point for children's learning on which to build. Staff sometimes encourage parents to support children's learning at home, but staff have yet to explore effective ways to engage all parents in their children's learning in the pre-school and at home.

Four-year-old children enjoy learning to recognise sounds and letters through their use of the computer and other electronic learning toys. Staff show them how to write the letters, but staff do not always give children the opportunity to try to do this themselves, which results in their loss of interest as their learning is not challenged or extended. A wide range of good quality puzzles, jigsaws and matching games are used well to develop children's early reading, writing and mathematical skills. Small groups of children enjoy looking at an interesting range of books in a cosy book corner. They are engaged and interested in the story read to them by a member of staff. They point at the pictures and feel the textures in the book, but staff do not always challenge children sufficiently to extend their sentences when they answer questions, which limits some children's communication skills. Children are imaginative as they make up stories in the tent with some animal puppets and pretend to speak on a toy mobile phone to ring for a taxi. The outdoor grassed area is used well for children to develop their physical skills effectively, as they join in with action songs and play well together with hoops, skittles, stilts and balls. Children are all busy and engaged in most of their activities and are adequately prepared for the next stage in their learning.

Children who speak English as an additional language or have special educational needs and/or disabilities are generally supported well as staff liaise with parents and other professionals and use individual plans to assess and support children so that they make steady progress.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the caring and welcoming atmosphere of the pre-school. They are comforted when they are upset by the kind and caring staff, who cuddle them on their laps and distract them with toys or comfort items they bring from home. Children are confident in their use of the large space in the room and ask for toys they want from the cupboard, which staff are happy to provide for them. Children's ideas and opinions are valued, as they choose the toys they want to have set out at the beginning of the session and they are asked about what they enjoy most at the pre-school.

Children's behaviour is very good and they are aware of each other's needs. For example, one child holds out an arm to steady another child during an action game, in case the child loses their balance. They line up sensibly to go outside and share the toys well. Children enjoy including staff in their games and receive frequent praise for their good behaviour and achievements, which gives them confidence and good self-esteem. Children wait patiently for everyone to put on their coats, while staff sing with them so the younger children do not become restless. Children are learning to be independent in some of their learning and personal care routines, such as when they put on their coats or wash their hands. However, staff do not always give children the opportunity to do this. For example, when they put on children's aprons for them or give them their plates and fruit at snack time. Transition to schools or other settings is eased for children, as they make visits to meet the staff before they start. Their progress records are shared with the new staff so that children's needs continue to be met.

Children receive an exciting range of healthy foods to choose at snack time, such as fruit, yoghurt, bread sticks or toast. Their choices are recorded for parents to see. They are taught about foods that are good for them and there are very informative displays for parents in the snack area, which show ideas for healthy eating. Parents have the opportunity to attend a healthy eating workshop at the pre-school, but staff have limited success in engaging all parents in this aspect of children's learning and in encouraging them to extend this at home. Children have fresh air and exercise each day in the pre-school garden or at the local park, where they make effective use of the large climbing and balancing equipment and have space to run around, which enables them to begin to manage risks safely. Staff teach children how to keep themselves safe and remind them to hold the rail and walk carefully down the steps to the garden. They know they are not allowed in the cupboard at tidy-up time, as they hand the toys to staff who put them away safely.

The effectiveness of the leadership and management of the early years

provision

The new manager is highly motivated and very well organised, and has a very clear vision for the improvements required in the provision. She monitors and appraises staff so that they work together to target their training needs in order to improve their skills in planning and assessment. This means that improvements in children's learning experiences are being targeted and are beginning to improve. Staff are beginning to work well as a team to evaluate all aspects of their provision, but as there has not yet been enough time for the new manager to embed this effectively, there is not yet effective focus on specific improvements. For example, to provide consistent and effective challenge in activities in order to meet the individual learning needs of all children. Staff now attend regular training courses so that they improve their knowledge and skills in the Early Years Foundation Stage. The management team support staff very well. They are becoming more confident in their practice, which means that they are beginning to provide more worthwhile activities for children. The opinions of parents and children are included in the pre-school's self-evaluation as they are asked for their ideas and comments.

Children's safety is given high priority at the pre-school. The manager carries out rigorous checks to ensure that all staff have a thorough understanding of safeguarding and that they implement the detailed and effective policy and risk assessment on a daily basis. The premises are secure and children are well supervised at all times. All staff have attended recent safeguarding training and most have paediatric first aid certificates, which mean that children remain safe regardless of which members of staff are present. Comprehensive information for parents and staff is on display in the nursery so that they know who to contact in the event of a concern. A rigorous recruitment policy and staff induction mean that all staff are suitable to work with children.

There are close links with other local early years providers with whom staff share ideas and best practice. The management team attends regular network meetings with other settings and receives support from the local early years adviser, which assists in the monitoring of the provision through discussion and comparing practice. Other professionals and outside agencies, such as a speech therapist or the area special educational needs coordinator, work with the pre-school staff, so that children who need it receive appropriate interventions and support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY454096
Local authority	Birmingham
Inspection number	885429
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	52
Name of provider	Whipper Snappers Childcare Limited
Date of previous inspection	not applicable
Telephone number	0121 411 1793

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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