

Whittington Pre-School

Building 43, Whittington Barracks, Lichfield, Staffordshire, WS14 9PY

Inspection date	17/05/2013
Previous inspection date	20/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children actively participate in a broad range of enjoyable and stimulating activities, which cover all areas of learning. This effectively promotes their learning and development.
- Staff make excellent use of the outdoor environment to provide rich and varied learning opportunities, that encourage children to discover and explore using all of their senses.
- Key persons establish strong and trusting relationships with children and their families. This secures children's emotional well-being.
- Effective quality assurance partnerships are formed with other professionals, to drive forward ongoing improvements. This benefits children's enjoyment, comfort and safe care.

It is not yet outstanding because

- There is scope to extend the level of challenge in some craft activities so that children can explore their own ideas and talk more about the process than the products.
- There is scope to extend parent's involvement in the assessment process, so that they can fully engage in their child's 'learning journey' in the nursery and at home.

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 compulsory part 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 main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager, of a planned craft activity in the pre-school room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings and discussions with the manager of the provision and with a number of staff.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Whittington Pre-School re-registered at new premises in 2007 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the community centre at Whittington Barracks in Lichfield, Staffordshire and is managed by Whittington Preschool LTD. The pre-school serves the local and surrounding area and is accessible to all children. It operates from converted community premises and there is a fully enclosed area available for outdoor play.

The pre-school employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 and above, including the manager, who holds an early years foundation degree. The pre-school opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the level of challenge in activities, for example, by providing new and unusual materials for children to choose when they cut, glue and stick, so that they can explore their own ideas and talk more about the process than the products
- extend opportunities to involve parents in the assessment process by, developing highly successful strategies to engage all parents in their children's learning in the setting and at home.

Inspection judgements

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

Children make good progress in their learning because staff demonstrate a secure understanding of the educational programmes. Staff use information obtained from skilful observations of each child, to guide and inform the planning for children's next steps in their learning. As a result, they provide a broad range of enjoyable and stimulating activities which motivate and engage children's interest and active participation. For example, children enjoy cutting out pictures of their choice, from a catalogue book and glue them on to a piece of paper. This prompts interesting conversations about what they like and enjoy. Younger and older children use scissors with increasing levels of control and ability, and receive good levels of support when they need help. This helps them to

develop their fine movements. In addition, staff respond well to children's spontaneous interests by drawing a picture of their favourite dinosaur, to capture their individual fascinations and involvement. However, there is scope to extend the level of challenge in this type of activity in order to maximise the full learning potential, for example, by providing new and unusual materials for children to choose. By doing this, children can explore their own ideas and talk more about the process than the products.

Young children demonstrate their understanding of how to use the toy camera, representing their experiences in their play. They look intently through the lens, twist the dial and press the button as they delight in taking a photograph of a nearby adult. Staff skilfully join in with this play, by encouraging children to use words such as 'say cheese' and 'smile' as they continue to explore how the toy works. This successfully promotes the characteristics of effective learning and enhances children's vocabulary.

Outdoor play is valued as an exceptional opportunity for children to learn and develop, across all areas of learning. As a result, all children benefit from a rich and varied outdoor environment that is freely accessible for the majority of the day. In this way, children engage in fun games where they learn how to hoola-hoop with great joy and laughter. They express their imagination and creativity in the numerous role play areas, and use a wide range of tools and materials to build, paint, draw, write and make patterns. This stimulates their thinking and literacy development. Girls and boys engage in active and robust play, as they move around on toy vehicles with good control and coordination. Staff enthusiastically interact with the children, and offer them toys, such as baby dollies to push in the pushchair. This enhances young children's imaginative play. Toys and well-planned inclusion activities represent diverse communities, faiths and traditions. This encourages children to think about and understand the world around them.

Babies and young children respond positively to the loving and sensitive interactions of the staff. This gives them the confidence to explore their surroundings and make new discoveries as they play. All children respond with glee to familiar rhymes and stories. Younger children join in with finger-rhymes, jiggling their bodies in time to well-known songs and rhythms. Older children anticipate story sequences with excitement and confidently repeat familiar phrases. Staff skilfully introduce numbers for counting, and listen carefully to children as they recall their own experiences. They use their knowledge of each child's interests to develop future plans for role-play, such as setting up a space station. This successfully ignites children's literacy and numeracy development. As a result, all children, including those with English as an additional language and those with special educational needs and/or disabilities, are well prepared for their next stage of learning and school.

Parents receive timely information about what their child can do, which helps them to understand how their child learns. However, there is scope to extend the range of information about the assessment process, in order to develop highly successful strategies that engage all parents in their children's learning in the nursery and at home.

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

Children form secure attachments because they are given time to settle and establish strong relationships with their preferred key person. This helps them to increase their level of confidence and to separate more easily from their parents. Staff build harmonious relationships with each other, which secures successful transitions for children when they are ready to move to another part of the nursery. Children remain in close contact with their previous key person and frequently visit their siblings. This further secures children's emotional well-being.

Children behave well because staff are positive role models. They speak kindly to the children and guide them towards expected rules of behaviour, such as helping to tidy the toys away when it is time for a story. Older children develop strong negotiation skills, as they learn how to share and take turns, for example, by deciding to share a bike together, so that they can make it 'go faster'. Children develop a good understanding of how to keep themselves safe during their everyday play and explorations, and on outings. For instance, they learn how to cross the road safely and how to play carefully on the climbing equipment in the garden. Staff offer prompt reminders for them to be careful of others, during their robust and active play. This establishes feelings of care and consideration towards themselves and others.

Children are offered nutritious meals and snacks, which contain a healthy balance of freshly prepared fruit, meat, vegetables, pasta and salad. Children's packed lunches are stored appropriately, in-line with good health guidelines. Children have good access to drinking water at all times, and particularly enjoy helping themselves to a drink from the water dispenser machine. Children sleep and rest according to their individual needs and enjoy plenty of fresh air and exercise. This successfully maintains children's healthy growth and development. Good hygiene routines are fostered through the daily routine. Older children competently wash and dry their hands, before serving themselves their fruit snack. Although tissues are not always readily accessible for children to independently wipe their nose when needed, staff are vigilant about this aspect of hygiene and offer prompt assistance. This prevents the spread of infection.

Rooms and resources are very well-organised, offering children the benefit of a stimulating and welcoming environment. This fosters their enjoyment and sense of security. For example, older children move freely and safely between the indoor and outdoor play areas and make considered choices about what they want to do. Babies and young children benefit from the cosy playrooms, choosing a quiet space to look at books, or to have a snuggle with a member of staff, when they are feeling tired or upset. This fosters children's emotional stability. Staff build positive relationships with all those involved in each child's care and education. This ensures that all children receive appropriate support, so that they are well-prepared for change at important stages in their lives.

The effectiveness of the leadership and management of the early years provision

Staff demonstrate a secure knowledge of the educational programmes. As a result, children benefit from a balanced and broad range of adult-led and child-choice play and learning experiences. Children requiring additional support or who show advanced

abilities, receive good quality intervention from skilled staff, who demonstrate an in-depth knowledge of their specific needs. This promotes an inclusive and effective service for all children.

Safeguarding procedures are robust, which ensures children's safe care at all times. For example, new staff and trainees confidently describe what to do if they have concerns about a child's well-being. They recognise the signs and symptoms of abuse, and are confident to refer their concerns to the appropriate person and/or agency. Rigorous recruitment and vetting procedures are stringently applied, to ensure that all of the necessary suitability checks are in place, before a new member of staff works with the children. Existing staff attend annual appraisal reviews with the manager, to monitor their continued suitability and professional development needs. A culture of trust and strong bonds is fostered within the staff team, which strengthens this aspect of practice.

The manager is developing a strong approach to self-evaluation. She actively seeks and responds to the views of staff, children and parents, to guide and inform action plans for further improvement. Following the latest quality survey, all efforts have focused on expanding the outdoor learning environment. This has resulted in a broader range of fun learning experiences for all age groups, and benefits children's all-round development. Furthermore, the manager is undertaking a research trip to Denmark, in order to gain a deeper insight into the benefits of outdoor learning in early years provisions.

Actions and recommendations from the previous inspection have been successfully addressed, overall. For example, observation and assessment information is now used more effectively to identify individual learning priorities, and to guide and inform next steps planning. This results in a more individualised programme of learning for each child, including those who speak English as additional language and those who have special educational needs and/or disabilities. Since the last inspection, the premises have been completely re-organised to extend the level of service offered beyond pre-school, to include babies and young children. The quality of the provision has been completely reviewed, in conjunction with external advisory agencies, to bring about significant improvements. This has had a positive impact on staff morale and has resulted in a child-centred ethos, which enhances children's learning, skills and capabilities. Staff are engaged in regular team meetings and appraisal discussions, to ensure that their knowledge of all policies and procedures, including the behaviour management policy, is secure and consistent. Consequently, they have renewed confidence in best practice procedures. As a result, children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Partnerships with parents and wider community organisations are generally strong and supportive. For example, parents speak very highly of the positive relationships that the staff team develop with them. This helps them to feel welcome and involved in their child's day. They are particularly impressed by the support given to their individual child's learning and development needs, which improves their child's rate of progress. Successful partnerships between other childcare providers and schools are fostered, through a regular exchange of information about what each child can do and needs to do next. This secures children's emotional and intellectual stability.

The Childcare Register

The requirements for the compulsory 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	EY384325
Local authority	Staffordshire
Inspection number	878913
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	56
Name of provider	Whittington Pre-School
Date of previous inspection	20/10/2009
Telephone number	01543 434 371

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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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