

Whipper Snappers Pre-School



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

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| Inspection date | 8 December 2016 |
| Previous inspection date | 11 March 2013 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|--|----------------------|--------------|---|
| | Previous inspection: | Satisfactory | 3 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that all staff who work with children have had suitability checks completed through the Disclosure and Barring Service.
- Risk assessments are not robust enough to ensure potential hazards, such as the effects of hot radiators, are minimised to promote children's safety effectively.
- Children do not always have opportunities to be fully involved as occasionally, staff do not adapt some activities well enough to engage them.
- Self-evaluation does not take account of significant weaknesses. Children's welfare is not ensured consistently.

It has the following strengths

- The quality of teaching is good. Staff promote children's individual learning effectively by using information from observations to plan for their further learning. Staff have used effective strategies to close gaps in children's learning so that they make good progress.
- Children are happy in the pre-school. They learn what is expected of them and develop good independence skills through play and care routines.
- The partnerships with parents are strong. Parents and staff use similar methods to help children learn in the pre-school and at home. Staff encourage parents to borrow resources and to use these to continue with children's learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

| | Due Date |
|--|------------|
| ■ carry out Disclosure and Barring Services checks to establish whether all staff are suitable to work with children | 13/12/2016 |
| ■ ensure all aspects of the provision are safe for the care of children by carrying out rigorous risk assessments and minimising all potential hazards in the environment. | 16/12/2016 |

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

- adapt activities more effectively to enable all children to take part fully in the range of learning experiences available
- sharpen the focus on self-evaluation to identify and address significant weaknesses promptly.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider does not have a good enough understanding of the requirements. The arrangements for safeguarding are not effective. The provider has not ensured that Disclosure and Barring Service checks are completed for all staff so that their suitability to work with children can be established. All staff have opportunities to contribute to the running of the pre-school. However, self-evaluation has not identified the weaknesses relating to the requirements to ensure children's welfare is promoted effectively. The provider and manager carry out regular supervision with staff to discuss their professional development. Staff have attended training in communication and support children's language development well. They provide additional activities so that gaps in children's speaking skills close successfully. The manager has effective systems in place to track children's individual learning. She is extending this to monitor the achievements of groups of children. Parents are very pleased with their children's progress and the good levels of communication. The partnerships with other professionals are well established and ensure children get effective support for their learning needs.

Quality of teaching, learning and assessment is good

Children's learning and development is promoted well within the pre-school. Staff join in consistently with children's play and stimulate their thinking skills with effective questioning. They make learning interesting by using various resources to keep children focused. Children learn to use technology to sort and count items. Staff extend children's learning skilfully so that they gain an understanding of using numbers in different types of play. For example, children count shells which they select and then repeat counting while they stack corks to build high towers. Staff give good guidance for children to solve problems by comparing images. Staff model language distinctly so that children repeat what they hear correctly and name items. Staff include good level of challenge for children to operate equipment to cut fruit and to practise coordinated movements. Staff praise children consistently for effort and achievements, which raises their self-esteem and sustains their self-belief.

Personal development, behaviour and welfare are inadequate

Children's welfare is not promoted effectively because safeguarding practice is weak. Risk assessments do not take account of the organisation of the environment to ensure children's safety is promoted fully. Children sit at tables which are in close contact with hot radiators, putting them at risk. Staff provide a welcoming atmosphere in which children have a real sense of belonging. Staff interact well with children and often sit at their level to maintain eye contact and to promote children's confidence. Younger children play well alongside others and older children form strong friendships. They select resources from the vast range set out according to their preferences. Children have the self-assurance to develop their own play. They pretend to press clothes and check that there is sufficient water in the irons. Children learn first-hand about diversity as they mix with other children from a range of backgrounds and with varying abilities. Children receive clear messages about healthy eating and drink water or milk at mealtimes. Children have opportunities for frequent outside play in the fresh air.

Outcomes for children are good

Children in all groups, including those in receipt of additional funding, make good progress from their starting points. Children's social and emotional skills are developing so that all, including those who have special educational needs, learn to mix with others. Children have opportunities to look at books and they are beginning to write the letters in their name in readiness for school. Their independence skills are well promoted and they learn to attend to their personal needs. Children are well prepared for the next stage in learning within the pre-school and for their eventual move to school.

Setting details

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| Unique reference number | EY454096 |
| Local authority | Birmingham |
| Inspection number | 1055326 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 25 |
| Number of children on roll | 29 |
| Name of registered person | Whipper Snappers Childcare Limited |
| Registered person unique reference number | RP532010 |
| Date of previous inspection | 11 March 2013 |
| Telephone number | 0121 411 1793 |

Whipper Snappers Pre-School registered in 2012. The pre-school employs nine members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9am to midday and from midday to 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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.

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