

Whiston Pre-School

Whiston Junior & Infant School, Saville Road, Whiston, Rotherham, South Yorkshire,
S60 4DX



Inspection date

23 October 2017

Previous inspection date

29 November 2013

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

Summary of key findings for parents

This provision is good

- Staff create a welcoming, safe and secure environment. Children develop good levels of independence and are able to make many choices during care routines and as they play. Staff's enthusiasm and good-quality interactions enhance children's enjoyment.
- Staff effectively promote children's safety and physical well-being.
- The manager closely monitors and analyses children's progress. Consequently, there is swift early intervention and high levels of support where children's progress is identified as being less than expected, including extremely effective partnerships with other professionals.
- Staff work closely with parents to meet children's individual needs, promote their emotional well-being and support learning together.
- Staff are good role models, helping children to develop essential early social skills. Children behave well, build early friendships and play collaboratively.
- The committee, the manager and the staff have a strong commitment to continuous improvement.

It is not yet outstanding because:

- Staff do not always recognise when the oldest, most able children require greater levels of challenge within their play.
- There is scope for staff to build on and extend children's language skills.

What the setting needs to do to improve further

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

- provide greater levels of challenge for the oldest, most able children to optimise their engagement and learning
- support staff to build on and extend children's language to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors in the pre-school and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

There is strong and successful leadership and management. Effective self-evaluation leads to areas for development being continually identified. The views of parents, children and staff are actively encouraged to help improve practice. Furthermore, the manager has recently introduced video observations of staff to help monitor and enhance their quality of teaching. Safeguarding is effective. Staff have a secure knowledge of child protection issues and undertake thorough risk assessments. Access to the premises is stringently monitored. Parents feedback is very complimentary. For instance, they say they enjoy looking at and being able to add to the informative online records of learning. They feel very much included in the life of the pre-school.

Quality of teaching, learning and assessment is good

Staff's qualifications, regular supervision meetings and training opportunities contribute to the good-quality teaching. Staff know children well and incorporate their interests when planning next steps in learning. Staff ensure inclusion for children who have special educational needs and/or disabilities as they follow support plans. They obtain words in home languages and display daily routines to support children who speak English as an additional language. Staff ask open questions and ignite children's curiosity as they explore materials. They encourage children to persevere, sensitively intervening to help them achieve what they set out to do. Children can move freely between indoors and outdoors, which positively facilitates their preferred learning styles and interests.

Personal development, behaviour and welfare are good

Staff gather important information from parents which helps them to provide tailored care for each child during the settling-in period and thereafter. Children's strong attachments to their key person and other staff contribute successfully to them feeling secure and confident. Children enjoy doing things for themselves. They decide when to have the healthy snack and clear away their utensils afterwards. The youngest children delight in the praise they receive for helping to put on wellington boots and waterproof trousers for outdoor play. Staff celebrate children's achievements in other ways, for example, through the 'wow' display. Parents and children are actively involved in varied healthy lifestyle initiatives. As part of this, parents provide healthy lunchboxes and children harvest fruit and vegetables from the pre-school's garden.

Outcomes for children are good

All children make good progress, including children who have special educational needs and/or disabilities and those who speak English as an additional language. Children are developing the skills required for future learning. They listen, focus and are encouraged to actively explore and extend their knowledge. Children are keen to test out and practice emerging skills. They demonstrate a positive approach to new experiences. For example, they delight in investigating a giant pumpkin and creating hedgehogs with brown cinnamon-smelling dough. Children have many opportunities to learn about difference.

Setting details

Unique reference number	EY283915
Local authority	Rotherham
Inspection number	1064565
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	48
Name of registered person	Whiston Pre-School Committee
Registered person unique reference number	RP522494
Date of previous inspection	29 November 2013
Telephone number	01709 828003

Whiston Pre-School registered in 2004. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications; four at level 3, one at level 6 and one who holds early years teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8am to 5pm. On some occasions during the summer holidays, a flexible holiday club is available from 9am to 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs and/or disabilities.

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