

# Whitemoor Pre School

Whitemoor Academy, Crown Road, Whitemoor, St. Austell, Cornwall, PL26 7XH



<b>Inspection date</b>	11 January 2018
Previous inspection date	30 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager and staff are highly committed to providing the best possible service for the children and families they serve. Self-evaluation is very precisely focused and staff have addressed recommendations from the previous inspection extremely thoroughly.
- The support children receive in their social and emotional development is superb. Children have a deep sense of belonging and are exceptionally confident in the highly engaging and nurturing routines of their day. For example, they relish the opportunity to be the 'special helper' and carry out their responsibilities with skill and great pride.
- Staff are highly responsive to children's needs and interests, and maximise every opportunity to support and extend children's self-chosen play. Children benefit from extremely high-quality teaching and learning experiences that support them to make excellent and rapid progress from their starting points.
- Staff provide an inspirational learning environment that ignites children's curiosity and inspires their imaginations. For example, children are deeply fascinated to use their senses to explore the intriguing landscape of the 'Arctic area'. There are rich opportunities to discover exciting animals, such as penguins and polar bears, and to gain an excellent understanding of their habitat.
- Partnerships with parents are exceptionally strong and there is a detailed two-way flow of information about children's activities and achievements. Children benefit enormously from a highly consistent and proactive approach to their learning and development.

## What the setting needs to do to improve further

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

- extend opportunities further for children to make spontaneous choices about where they would like to play, to provide even more challenge in their learning.

### Inspection activities

- The inspector observed staff engaged in activities with children indoors and outside.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching and learning.
- The inspector looked at a range of documents, including the pre-school's policies and children's records.
- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation.
- The inspector spoke to staff, parents and children and took account of their views.

### Inspector

Margaret Baird

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The manager monitors children's learning extremely thoroughly to address any gaps in their development. She works in highly effective partnership with other professionals and uses funding to help children who need extra support to make rapid and sustained progress. The manager recruits and supervises staff conscientiously to ensure the staff team is highly skilled in its work with children. She provides opportunities for professional development that have an extremely positive impact on outcomes for children. For example, the training staff received on communication and language has formed a strong basis for extremely positive interactions between staff and children. The highly effective partnerships with the local school ensure that children are eager and very confident to move on in their learning. Safeguarding is effective. Staff are extremely vigilant about children's health and safety. They have an excellent understanding of the procedures to follow should they have any concerns about a child's welfare.

### **Quality of teaching, learning and assessment is outstanding**

Assessment and planning are very precise and extremely well focused on the next steps for children's development. Staff have an exemplary understanding of child development and provide excellent support to their learning. For example, children are captivated as staff expertly use puppets to great effect to support their strong understanding of phonics and rhyming words. Books are everywhere for children to refer to and enjoy. They develop excellent early literacy skills, recognising and sounding out letters in their names with ease. Overall, staff provide excellent encouragement for children to explore and experiment. However, they have identified the need to offer more opportunities for children to make choices about where they want to play, to provide even more challenge.

### **Personal development, behaviour and welfare are outstanding**

Staff know children and their families extremely well. They form affectionate bonds with children and have high expectations of good behaviour. Children form close friendships and play together extremely amicably, thoughtfully making sure everyone is included in games, for example. Children benefit from highly engaging physical activities that support them to adopt healthy lifestyles. For example, they enthusiastically join in daily keep-fit routines, stretching and balancing with focus and skill. Children develop an excellent awareness of their place in the local community, including through well-organised visits from members of the local community. Staff expertly encourage them to notice similarities and differences between their own lives and those of others in other cultures.

### **Outcomes for children are outstanding**

Children are highly confident, motivated learners. They excel in their activities and move on to school with great self-assurance. Younger children count very accurately and older children make insightful calculations during activities, demonstrating excellent levels of mathematical understanding. They are very fluent communicators, and older children listen carefully to each other, holding detailed conversations about their experiences.

## Setting details

<b>Unique reference number</b>	102968
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1088928
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Whitemoor Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP519988
<b>Date of previous inspection</b>	30 June 2015
<b>Telephone number</b>	01726 822274

Whitemoor Pre School registered in 1991 and is a committee-run group. It operates from a separate unit in the grounds of Whitemoor Academy in St Austell, Cornwall. The pre-school is open each weekday during term times only, from 9am until 3pm. The pre-school receives early education funding to provide free places for children aged two, three and four years. There are four members of staff employed to work with the children, all of whom hold relevant qualifications at level 3.

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