

# Whickham Community Centre Pre-School



Whickham Community Centre, Front Street, Newcastle Upon Tyne, NE16 4JL

|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 3 July 2018  |
| Previous inspection date | 8 March 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Inadequate  | 4        |
| 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

- Children make good progress. Well-qualified staff use a range of strategies to support children's ongoing development and children enjoy their learning. For example, children work intently as they print with shapes and then use paint to fill them in.
- Staff have worked hard to strengthen the relationship with parents and partnerships are now strong. There is a consistent approach to sharing information about learning and development which helps children to make good progress.
- Children are incredibly happy in the setting. They form good relationships with their key person and greet them cheerfully when they arrive.
- The manager has developed a good working relationship with the local authority and understands how she can improve practice further. The manager has identified training to help her to strengthen her provision further. Recent training has strengthened staff's safeguarding knowledge.

### It is not yet outstanding because:

- Staff do not always provide consistently high levels of challenge as children play and engage in activities, to support them to make the highest levels of progress in their learning.
- Staff do not consistently share information about children's learning and development with the other settings children attend.

## What the setting needs to do to improve further

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

- provide consistently high levels of challenge during activities to help children make the best possible progress in their learning
- strengthen partnerships with other settings that children attend.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- 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 with children and staff during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Elizabeth Fish

## Inspection findings

### Effectiveness of the leadership and management is good

Staff have worked hard since the last inspection to address the actions raised. All staff have a good understanding of procedures to follow in the event of an allegation against a member of staff. They know how to act if they have concerns about the conduct of a member of staff. Regular supervisions now help to develop staff knowledge and target training. The manager has improved assessment systems and staff identify next steps in children's learning. Safeguarding is effective. Staff know the procedures to follow if they have concerns about the welfare of a child. They place a high priority on children's safety. The environment is well maintained and no unauthorised visitors are able to enter the pre-school. The manager carries out regular, ongoing suitability checks on staff. Staff monitor children's learning and take effective action when they identify areas where further support is needed.

### Quality of teaching, learning and assessment is good

Overall, staff use their skills well to identify where children are in their learning and identify what they need to learn next. They plan activities to support children's interests. For example, staff planned a threading activity for children who enjoy this. Children enjoy the stimulating outdoor area where they engage in activities in all areas of learning. For example, children enjoy watching the sand fall as they tip it out of the buckets. Other children enjoy using cloths to wash the dinosaurs. Staff support children's language well. For example, they use single words to help children who have special educational needs (SEN) and/or disabilities to expand their vocabulary. Staff sensitively join in children's play. For instance, they respond appropriately when older children move along a number line and encourage them to talk about numbers.

### Personal development, behaviour and welfare are good

Children enjoy their time in this friendly and welcoming pre-school. They are confident and approach visitors with ease to say hello and introduce themselves. Parents comment at how caring the staff are and say that it feels like a big family. Children develop good levels of independence. For example, they begin to manage their own personal hygiene and help to prepare snacks. Children learn how they can keep themselves healthy. For instance, they wash their hands before meals and access drinks when they need them. Children have plenty of fresh air.

### Outcomes for children are good

All children, including those who have SEN and/or disabilities make good progress in their learning. They gain a good range of skills in preparation for school. Older children begin to talk about the letters in their names and some can write some of the letters of their name. Children develop their counting skills, for example, they count the beads on a thread. Older children count the beads accurately to 13. Children learn how to use tools, such as knives, safely and with control as they chop the bananas for snack.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | EY498441                      |
| <b>Local authority</b>                           | Gateshead                     |
| <b>Inspection number</b>                         | 1133329                       |
| <b>Type of provision</b>                         | Sessional provision           |
| <b>Day care type</b>                             | Childcare - Non-Domestic      |
| <b>Registers</b>                                 | Early Years Register          |
| <b>Age range of children</b>                     | 2 - 3                         |
| <b>Total number of places</b>                    | 45                            |
| <b>Number of children on roll</b>                | 32                            |
| <b>Name of registered person</b>                 | Whickham Community Centre CIO |
| <b>Registered person unique reference number</b> | RP535159                      |
| <b>Date of previous inspection</b>               | 8 March 2018                  |
| <b>Telephone number</b>                          | 01914881291                   |

Whickham Community Centre Pre-School registered in 2016. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The pre-school is open Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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