

White Rabbit Pre School



St. Aidan's Garrison Church, Hipswell Road, CATTERICK GARRISON, North Yorkshire DL9 3BH

Inspection date	15 May 2018
Previous inspection date	21 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff are very nurturing, friendly and welcoming. The effective key-person system allows staff to get to know children and their families from the start. Parents are very complimentary about the good level of care and attention their children receive.
- Staff are confident in their role of promoting children's learning. Good, and occasionally very good, teaching is evident. For example, staff skilfully model language and engage children in conversations which interest them and extend their vocabulary. Children are well prepared for starting school.
- The pre-school is very inviting and provides a rich, varied environment to support children's learning and development. The manager and staff have thought carefully about the organisation of the premises to ensure that children have the opportunity to explore and learn in secure and safe yet challenging indoor and outdoor spaces.
- Parents of children who have special educational needs say that their children are very well supported and have made significant progress since attending the pre-school. Positive working arrangements with parents and other professionals ensure that staff can provide relevant interventions.

It is not yet outstanding because:

- Monitoring systems are not used effectively to track the progress of different groups of children consistently over time.
- Current procedures for monitoring staff performance are not sharply focused on raising the teaching skills of individual staff to the highest level.

What the setting needs to do to improve further

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

- build on the existing monitoring systems to track the progress of groups of children more consistently over time
- extend the arrangements for monitoring staff performance to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the management team and staff.
- The inspector spoke to children.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the procedures they should follow if they are concerned about a child's welfare. They are encouraged to attend training, such as 'working in partnership with parents' to help improve outcomes for children. The whole staff team, along with parents, evaluates the quality of provision in order to maintain and build on the good standards. Partnerships with local schools are good. This helps staff to prepare children for the next stage in their learning. Staff strive to include parents in their child's learning. For example, they talk to parents daily and offer lots of advice about development and learning and how to promote these at home.

Quality of teaching, learning and assessment is good

Activities are based on children's interests and what they need to learn next. Staff are confident, motivated in their role of promoting children's learning and are enthusiastic practitioners. They support children's writing skills well. In role play they encourage children to write for different purposes and support them to use their phonic knowledge as they form letters. They incorporate mathematics into all activities and conversations. For example, during group activities staff support children to count their peers and use words such as 'anticlockwise', 'more' and 'less'.

Personal development, behaviour and welfare are good

Children settle quickly and are relaxed and content. Parents say their children are often reluctant to leave the pre-school as they enjoy it so much. Children are confident and have good self-esteem. For example, they are keen to show off their learning journals and proudly talk about their pictures. Behaviour is good. Staff support children to be kind to each other and to listen when appropriate, in preparation for school. Staff are safety conscious and help children to learn to keep themselves safe. For instance, they remind children how to use scissors safely and talk about road safety before going on outings. Children's health is promoted well. They have lots of opportunities play in the fresh air where they use resources, such as crates and balancing equipment, to help promote their physical development.

Outcomes for children are good

Children, including those who are in receipt of additional funding and those who have special educational needs, make good progress based on where they are in their learning on entry to the pre-school. Children are motivated, keen learners. They are very interested in the world around them and in current events, such as the royal wedding. They show much excitement as they plan their own celebrations and discuss the possibility of the Queen attending their party. Friendships are formed and children play cooperatively. During a role-play activity, they take turns to 'drive' the car and to go to the shop to buy treats. Their listening and understanding skills are developing well and they are able to concentrate and focus. At story time children listen carefully to a favourite story about a queen and join in with much enthusiasm when appropriate.

Setting details

Unique reference number	503584
Local authority	North Yorkshire
Inspection number	10068281
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 11
Total number of places	26
Number of children on roll	32
Name of registered person	Catterick Garrison Pre-School Group
Registered person unique reference number	RP518722
Date of previous inspection	21 January 2015
Telephone number	01748 832961

White Rabbit Pre School registered in 1992. It operates each weekday, from 7.45am until 6pm during term time and from 8am to 4.30pm during school holidays. The pre-school receives funding for the provision of free early education for children aged three and four years. In total, 11 staff work at the pre-school. Of these, 10 hold relevant qualifications at level 3 or above.

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