

Whittington Pre School

Activate, Church Lane, Whittington, Worcester WR5 2RQ



Inspection date	16 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- Managers and staff's safeguarding knowledge is not good enough. They are not alert to all possible indicators of child abuse, neglect, extreme views and behaviours. This potentially puts children at risk of harm.
- Not all managers and staff know what action to take in the event of a safeguarding concern, including liaison with relevant agencies where appropriate without delay. This does not help keep children safe.
- Managers have failed to put appropriate arrangements in place for the effective supervision of staff. Therefore, those working with children do not always benefit from the appropriate support and training they need to adequately fulfil all their roles and responsibilities.
- Staff working with two to three-year-old children do not always make precise assessments of their learning. They do not consistently plan interesting, exciting and suitably challenging activities that meet all their individual learning needs.
- Managers do not monitor the quality of learning experiences for all children carefully enough. This means not all children benefit from the best possible learning outcomes, particularly those in the two to three-year-old room.

It has the following strengths

- Staff are caring and warm. They get to know children fairly well from the outset and help them to become familiar with the environment. Children are settled and content attending.
- The environment is welcoming and well resourced, indoors and outdoors. Children generally have fun and enjoy attending.
- Children learn to behave well. Staff promote the pre-school rules and gently remind children of the behaviour expectations set.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve safeguarding knowledge and understanding within the setting to ensure that all those working with children are alert to all possible indicators of abuse or neglect, including the risk of children being exposed to extreme views or behaviours	09/11/2018
ensure that all managers and staff know what action to take in the event of a safeguarding concern being raised, this includes liaising with the relevant agencies where appropriate, without delay	09/11/2018
put appropriate arrangements in place for the supervision of staff, to provide the required support and training, which enables them to understand their roles and responsibilities.	09/11/2018

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

	Due date
ensure staff working with two to three-year-old children make precise assessments of their learning and use the information obtained to consistently plan interesting, exciting and suitably challenging activities that meet all their individual learning needs.	09/11/2018
monitor the quality of learning experiences for all children carefully to help continually promote the best possible learning outcomes, particularly for those in the two to three-year-old room.	09/11/2018

Inspection activities

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

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is inadequate

Since re-registration the pre-school has been going through a period of change. The arrangements for safeguarding are not effective. Managers and staff's safeguarding knowledge is weak. They do not all have a good enough knowledge of child protection issues, including signs and symptoms of child abuse, neglect or the risk of children being exposed to extreme views or behaviours. Furthermore, some of those working with the children do not have an adequate knowledge of what to do in the event of a safeguarding concern. They do not fully understand the importance of liaison with relevant agencies without delay. Nevertheless, all staff are suitably vetted, some records are used effectively to support aspects of children's well-being, such as risk assessments, accident records and medication logs, and the pre-school is clean and secure. However, the arrangements for the supervision and professional development of staff are not good enough. Managers do not consistently supervise staff and ensure they benefit from the support and training they need to keep all their skills up to date. Therefore, despite the fact the majority of staff are qualified they do not all carry out their safeguarding and teaching responsibilities at a good level. Managers do not make effective use of self-evaluation to highlight and take action to fully address all weaknesses to achieve and maintain good overall standards.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff working with two to three-year-old children do not always accurately assess their capabilities and development so far. For example, staff sometimes assess them too low or too high in their achievements, and there are lots of gaps in the assessments that are made. Although pre-school children benefit from activities that meet their individual learning needs this is not consistently the case for two to three-year-old children. For example, two to three-year-old children sometimes struggle to choose activities, become easily distracted and are not always well supported to take part with the activities provided. Nevertheless, overall, educational experiences are broad. Children generally access different activities that promote some aspects of their learning. For example, two to three-year-old children like creative activities, such as painting or drawing. They also enjoy pretend play with a role-play doctors set and small world play people, houses and vehicles. Pre-school children enjoy a greater range of varied and interesting activities, including arts and craft, playing trains, exploring natural items, play dough and sand play, between indoors and outdoors. Partnership working is established. Staff share information about children's care and learning with parents and other providers. This helps foster some continuity between the pre-school, home and other settings children attend. However, managers do not monitor the quality of the curriculum, teaching or children's progress as well as possible, particularly in the two to three-year-old room. This means some children are at risk of falling behind.

Personal development, behaviour and welfare are inadequate

Due to weaknesses in staff's safeguarding knowledge, children's safety and welfare cannot be fully assured. Furthermore, due to weaknesses in the quality of teaching and activities planned in the two to three-year-old room, some children are not highly motivated learners. Nevertheless, staff promote children's physical well-being adequately

in some ways. For example, they provide children with healthy snacks and give them opportunities to learn about the benefits of eating well. Staff encourage children to take exercise. Two to three-year-old children enjoy riding around on wheeled vehicles outside and pre-school children enjoy multi-sports activities in the hall. Staff also foster good hygiene throughout as they encourage regular hand washing.

Outcomes for children require improvement

Outcomes for children are not consistently good enough. Children in the two to three-year-old room do not always make good progress in their learning. On the other hand, pre-school children are supported to acquire the basic skills they need for the next stage of their learning and ultimately, school. Pre-school children confidently make play choices and independently manage their own care needs. They learn to play well with others, share resources and negotiate taking turns. Pre-school children gain good communication and language skills. For example, they learn to follow some simple instructions, listen and maintain attention when required and speak clearly. They particularly enjoy story and singing sessions with their teachers. Furthermore, children with special educational needs and/or disabilities benefit from help and support, particularly in the pre-school. This means this group of children begin to catch up to their peers, albeit slowly.

Setting details

Unique reference number	EY538325
Local authority	Worcestershire
Inspection number	10076837
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	47
Number of children on roll	51
Name of registered person	Julie Morgan and Beverly Bradley Partnership
Registered person unique reference number	RP522909
Date of previous inspection	Not applicable
Telephone number	0797 584 9166

Whittington Pre-school opened in 1992 and re-registered in 2016 at new premises. The pre-school employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The pre-school operates term-time only. Sessions are available Monday to Friday from 9am until 3pm. The pre-school 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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