

# Whiteway Pre-School

Whiteway Centre, Whiteway Lane, Rottingdean, Brighton BN2 7HB



<b>Inspection date</b>	20 November 2018
Previous inspection date	14 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 work hard to create an inviting play environment for children. They check the hall carefully for hazards and supervise children vigilantly to help ensure they can play safely.
- Children are happy and settled. They have good relationships with staff and each other. Staff know children well and are sensitive to their individual needs. They support their emotional and physical well-being effectively.
- Staff plan interesting experiences for children based on a secure knowledge of their interests and abilities. Children enjoy choosing from a wide range of resources and activities. They make good progress in their development.
- Managers and staff continually reflect on their practice, for instance they have daily discussions and regular staff meetings. They identify areas to improve that have a positive impact on children. For example, they are developing outdoor play opportunities to provide new challenges for children and have expanded the range of creative experiences.

### It is not yet outstanding because:

- Staff do not consistently share as much information as they could with all parents about the specific next steps for their child's learning and how they can support these at home.
- Managers have not fully established highly rigorous systems for monitoring staff performance and encouraging the further development of their knowledge and skills.

## What the setting needs to do to improve further

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

- provide all parents with more detail about the next steps for their individual child's learning and what they can do to support them at home, to help develop an even closer shared approach
- strengthen the arrangements further for monitoring staff practice and providing opportunities for professional development, to help continually raise the quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector sampled relevant documentation, such as evidence of staff suitability and children's records.
- The inspector spoke to some parents and took account of their views.

#### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers complete thorough checks of staff to make sure they are suitable to work with children. They ensure all staff complete child protection training and know how to recognise and report any concerns about a child's welfare. Staff are experienced and work together closely as a team. For example, they share tasks and responsibilities so that everyone contributes to the smooth running of the preschool. Overall, partnerships with parents are strong. For instance, staff have developed their practice since the last inspection and now provide more information for parents about daily activities and their weekly aims. Parents comment that they are happy with the care their child receives and value the friendly and approachable staff team.

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

Staff monitor and assess children's development carefully. They observe children and quickly identify any areas where they are doing well and where they may need more support. Staff encourage children's communication and language skills effectively. For instance, they encourage conversations and give children time to express their ideas. They include all children in activities well, for instance they use strategies, such as sign language and a visual timetable. Staff plan activities that children enjoy, such as making decorations or joining in a music session. They make good use of daily routines to support children's learning. For example, children count and solve simple problems at lunchtime and spend time quietly with staff afterwards working on individual activities.

### Personal development, behaviour and welfare are good

Children grow in confidence at the pre-school. They quickly learn the familiar daily routines. Staff are good role models. They offer children calm reassurance and praise. Children behave well. They show concern for their friends and learn to value each other's similarities and differences. For example, they learn how to say hello in their friends' home languages at circle time. Staff support children's good health effectively. For instance, they talk about food that is good for them at lunchtime. Children enjoy being active and play outside every day. They have fun practising their physical skills in the outdoor area, such as learning to roll a hoop or ride a scooter.

### Outcomes for children are good

Children have strong social skills. They get along well together and learn to share equipment and take turns. They are confident communicators. They clearly express their ideas and needs and are eager to ask questions. Children listen attentively to stories. They remember familiar phrases from books and the words to their favourite songs. They become more independent and begin to do things for themselves, such as putting on their coat and helping tidy resources away. They practise their mathematical skills, counting confidently. Older children recognise their name. Children become engrossed in their play and are eager to learn. They are well-prepared for their future learning and for starting school.

## Setting details

<b>Unique reference number</b>	130776
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10061752
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Whiteway Pre-School Committee
<b>Registered person unique reference number</b>	RP517668
<b>Date of previous inspection</b>	14 April 2016
<b>Telephone number</b>	07740797858 or 07884171714

Whiteway Pre-School registered in 1992. It operates from Whiteway Community Centre in Rottingdean, East Sussex. The pre-school is open from 9am to 12.55pm, Monday to Friday during term time only. There are five staff, four of whom hold relevant childcare qualifications at level 3 and one holds a level 2 qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

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