

Whitewell Bottom Pre School



Whitewell Bottom Community Centre, Burnley Road East, Whitewell Bottom, Rossendale, Lancashire BB4 9LB

Inspection date	4 December 2018
Previous inspection date	6 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership team is dedicated to providing the best quality pre-school experience they can for children. They accurately evaluate the quality of the pre-school and are committed to making continual improvements.
- The key-person system is highly effective. Staff know individual children exceptionally well and are highly responsive to their needs. Sensitive arrangements are made to ensure children settle with ease. Children thrive in the warm and caring atmosphere staff create.
- Staff regularly observe and monitor children's progress. They quickly identify children who may need additional support and create timely strategies to help them to catch up. Staff place a strong focus on helping children to develop their language and vocabulary skills. Children's communication and language skills are flourishing.
- Staff build strong, trusting relationships with parents and keep them fully informed about their children's learning and progress. They provide an extensive range of information with parents to help them to understand how children's learning can be further supported at home. Parents speak very highly about the pre-school.
- Children's behaviour is excellent. They are very patient with each other and are kind and caring. Staff are very calm and create a safe, warm and nurturing environment. Children have a wide range of resources to select from independently indoors and outdoors. They are encouraged to follow their interests and be resilient.
- The manager has not yet explored a wide range of performance management opportunities that aims to raise the quality of teaching to the very highest levels.

What the setting needs to do to improve further

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

- explore a wider range of performance management opportunities that is sharply focused on raising the quality of teaching to an outstanding 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents through discussions and written feedback.

Inspector
Suzy Marsh

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the possible signs of abuse and fully understand the procedures to follow should they have any child protection concerns. The manager regularly checks staff's understanding through safeguarding quizzes. This good practice is underpinned by the implementation of effective safeguarding policies and procedures. The manager provides supervision and regular team meetings to help staff to understand their role, overall. They regularly review children's individual progress and the progress of different groups of children. They use this information well to help identify any gaps in provision or areas where children may need additional help. Managers have good systems in place to monitor children's progress. They have established close links with local primary schools and staff share good-quality information to help to support children's move on to school.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how to plan for children's learning by taking into account each child's individual needs. Staff use questioning well to promote children's thinking skills and extend their learning. Children are eager and enthusiastic to take part in the activities offered to them. They enjoy reading books and listening to stories read by enthusiastic staff. They are actively involved in the story and use visual props to help to relay the story. Outdoors, children play simple number games and explore the mud kitchen. Children develop mathematical skills well. For example, staff encourage older children to count as they build and use language, such as 'less' and 'more' as they fill their pans in the mud kitchen and water tray. Staff provide children with a range of opportunities to make marks as they play. For example, young children make marks with chalks and older children make marks with paint.

Personal development, behaviour and welfare are outstanding

Children are extremely confident and self-assured. They develop close bonds with staff and form positive friendships with other children. Staff consistently praise children's achievements and promote positive behaviour. Children learn to consider the needs of others and treat one another with respect. Excellent systems are in place to support children's transitions. Children are extremely happy and adapt quickly to new routines. They have a wealth of opportunities to develop their physical skills, independence and confidence. Outside, children are encouraged to take managed risks and do things for themselves. Staff encourage children to make healthy choices and discuss with children, foods that are bad for your teeth. Parents describe the pre-school as a home-from-home environment and say their children thrive during their time here.

Outcomes for children are good

All children, including those who are in receipt of funded education, make good progress in their learning and development. They display a positive attitude towards new experiences and engage well in self-chosen activities. Children listen extremely well to instructions and respond appropriately to routine activities, such as tidying up. Children develop good social skills and communicate their needs. They are well prepared for their next stage in learning and eventual move on to school.

Setting details

Unique reference number	309529
Local authority	Lancashire
Inspection number	10064125
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	2 - 4
Total number of places	25
Number of children on roll	22
Name of registered person	Whitewell Pre School Group Committee
Registered person unique reference number	RP518554
Date of previous inspection	6 July 2015
Telephone number	01706 220805

Whitewell Bottom Pre School registered in 1992. The pre-school opens Monday to Friday, during school term times with sessions from 9am until 3pm. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The deputy holds early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

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