

Whittington Pre School

Activate, Church Lane, Whittington, Worcester WR5 2RQ



Inspection date

11 April 2019

Previous inspection date

16 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- There have been significant improvements to the pre-school since the last inspection. Concerted and effective steps have been taken to address the actions raised previously. The early years foundation stage requirements are now met.
- The managers and staff make good use of evaluation systems to help identify strengths in practice and areas for improvement. They welcome advice and guidance from external agencies and other providers and implement ideas to enhance their practice. Managers and staff are highly committed to making rapid and ongoing improvements, to raise the quality of the provision and outcomes for children.
- The managers and staff work closely with other professionals. They seek and act on specialist advice and take account of multi-agency plans. Individual programmes for children with special educational needs and/or disabilities are implemented well. This helps to promote a collaborative approach to meet the needs of all children.
- Children are confident and motivated learners. For example, they sing songs with great pride for their parents and visitors during their Easter performance.
- Children build close bonds and warm relationships with the adults who care for them. They show that they feel safe, secure and happy in the pre-school.
- Parents are very positive about the pre-school and comment about the care and professionalism of the managers and staff. However, opportunities for key persons to engage with parents and involve them in their children's ongoing learning and development are not highly successful.
- Managers do not make the most of opportunities for staff to share their expertise and enhance their knowledge and skills to help raise the quality of teaching to an outstanding 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 existing partnerships between parents and key persons so that parents are more successfully involved in promoting children's future learning
- enhance staff's professional development with more targeted opportunities for them to learn from each other and share their expertise to help raise the quality of teaching even further.

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 pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Lucy Showell

Inspection findings

Effectiveness of leadership and management is good

The manager and staff have a secure understanding of the early years foundation stage requirements and implement these well. Safeguarding is effective. They recognise signs that indicate children may be at risk of harm, including from extreme views and behaviours. There are clear procedures in place and staff understand the actions they must take, including liaising with other agencies without delay, if they have concerns. This helps to protect children and keep them safe. The managers follow thorough procedures with staff who take on new roles, to ensure they are supported fully. Staff attend regular training and benefit from supervisory sessions to identify further ways to build on good practice. The staff team work well together and monitoring and tracking of individual children and groups of children helps them to identify and address any gaps in learning. There are strong links with other early years professionals to help provide continuity of care and a smooth move on to school when the time comes.

Quality of teaching, learning and assessment is good

Staff have worked hard to develop the quality of teaching and skilfully motivate children to learn. They make precise assessments of children's learning and consistently plan interesting, exciting and suitably challenging activities that meet all children's individual learning needs. Staff engage children in meaningful conversations, asking questions to encourage them to think critically. Staff in the room for younger children make good use of opportunities to introduce and repeat new words. This helps children, including children who speak English as an additional language, to quickly master English to express themselves and share their ideas. Older children enjoy group time where staff encourage them to take turns and listen to others. They identify and recall different letters and sounds and join in with rhymes and songs to build on what they have learnt.

Personal development, behaviour and welfare are good

Children are self-assured, make choices about their play and develop friendships as they learn together. Staff act as good role models. They listen to children well, encourage their participation in activities and frequently praise them for their efforts and achievements. Children behave well. Younger children's care routines are carefully matched to support their emerging self-care skills, such as toileting and personal hygiene. Staff help to promote older children's independence and encourage them to be one of the day's helpers. Children relish the opportunity to be the leader. For example, they hold the door open when moving from one area to another and are very keen to be chosen to collect resources at the end of a group session.

Outcomes for children are good

Children make good progress and develop the key skills they need to prepare them for their future learning. They are eager to investigate the stimulating environment, indoors and outdoors. Children thoroughly enjoy music sessions, where they join in with songs and rhymes, using various instruments and interesting props. They listen to and follow instructions well as they take part in adult-led and child-initiated activities in the sports hall. Children have frequent opportunities to benefit from fresh air and exercise and explore in the pre-school gardens and the surrounding fields.

Setting details

Unique reference number	EY538325
Local authority	Worcestershire
Inspection number	10082962
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
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	16 October 2018
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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