

# Whittington Pre-School

Chester Road, Whittington Barracks, LICHFIELD, Staffordshire WS14 9PY



<b>Inspection date</b>	30 August 2019
Previous inspection date	15 December 2014

<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

### This provision is good

- Managers are passionate about their role and ambitious. The appointment of a well-qualified and experienced deputy manager has strengthened the leadership team. Managers seek the views of staff, parents and children to continually improve. For example, at staff's request, new outdoor areas for babies and children are in place. Parents now contribute their written comments about their children's transition arrangements when they move rooms, and menus now include 'fish Friday' because that is what pre-school children say they miss.
- Staff place a high emphasis on making children feel safe and emotionally secure. As a result, new babies and children settle easily, and all children quickly develop a sense of belonging, are content and ready to learn.
- Parents say that the nursery is 'amazing', it is their child's 'second home' and the staff are 'fantastic'. They appreciate the support they receive from staff, who always take time to support children's learning and development at home. For example, staff offer tips to parents on how to positively manage children's behaviour and they provide reading books and writing activities for parents to do with their children.
- Staff have a detailed knowledge of the children. They are well-skilled at carrying out accurate assessments, which help them to identify children's strengths and gaps in learning. They use these to tailor activities to children's needs, while promoting learning through play and routines.
- Overall, the quality of teaching is good because staff provide interesting and challenging experiences for children. However, some staff are stronger teachers than others. For example, older children relish being in their woodland area where staff show them how to use lard and seed to make 'bird feeders' which they hang on trees. However, staff do not fully capture or maintain the interest of very young children when they hunt for insects in the woodland area.
- The management team monitors the quality of teaching. However, there is scope to enhance the monitoring to help staff improve their teaching skills and the experiences they offer to very young children.

## What the setting needs to do to improve further

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

- extend the current arrangements for coaching and the monitoring of the quality of teaching to improve the level of all staff's teaching skills.

### 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. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection.

#### Inspector

Lorraine Lawton

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the signs and symptoms of child abuse, such as neglect, female genital mutilation or radicalisation. They know to immediately report any concerns to a manager, including concerns about a colleague. Recruitment and induction procedures are robust. Staff work closely with parents to swiftly identify any gaps in children's learning and development and seek targeted intervention and support from professional services. This means that all children, including those with special educational needs and/or disabilities, make good progress from their starting points. In addition, local school teachers visit children before their move to school. This helps to ensure continuity in children's care and learning.

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

All children benefit from the attractive and well-resourced environment which supports all aspects of their learning and development. All children have fun, are eager to explore and persevere because they make independent choices in their play. For example, babies choose to manoeuvre themselves from inside to their designated outdoor area where they negotiate steps and enjoy going backwards down the slide. Toddlers choose to look at scorpions through a magnifying glass, or they choose to hang a pair of binoculars around their neck to explore. Pre-school children choose to create their favourite 'forky' character as a result of watching a children's film at the local cinema, or they pretend to be a 'hairdresser'.

### Personal development, behaviour and welfare are good

Staff are friendly, warm and caring role models. They teach children to be kind to each other and to living creatures, such as the pre-school rabbit and tortoise. Children are very well behaved. Staff provide children with nourishing snacks and meals. The experienced cook robustly plans for children's individual dietary needs to ensure their good health. Staff promote children's awareness to manage their self-care needs. Young children are supported to communicate their toileting needs through pictorial displays. Older children help themselves to fruit and they independently pour a drink of milk or water. They learn to manage risks, such as nettles and brambles in the woodland area.

### Outcomes for children are good

Overall, children are becoming successful learners. They learn different skills which prepare them for the next stage in their learning, including their move to school. Babies babble and imitate speech tones as they mimic animal sounds. Young children show curiosity and an urge to have a go when they play hide and seek. Older children love 'circle time' when they talk about their family and their favourite story. They confidently talk to visitors about 'Buster the Bear', who they take home and on holiday. They capably count and pronounce letters of their name. Children use a variety of materials to practise early writing skills and proudly show they can draw circles and lines. All children show sustained levels of interest and are inquisitive learners.

## Setting details

<b>Unique reference number</b>	EY384325
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10069773
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Whittington Pre-School
<b>Registered person unique reference number</b>	RP528594
<b>Date of previous inspection</b>	15 December 2014
<b>Telephone number</b>	01543 434 371

Whittington Pre-School registered in 2009. It is situated at Whittington Barracks in Lichfield, Staffordshire. It is open Monday to Friday from 7.30am to 6pm all year round, except for bank holidays. The pre-school employs 17 staff. Of these, one holds an early years qualification at level 6, two hold an early years qualification at level 5, 12 hold an early years qualification at level 3 and one holds an early years qualification at level 2. The pre-school receives early education funding for two-, three- and four-year-old children.

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