

# Inspection of Whiteley Pre-School

Gull Coppice, Yew Tree Drive, Whiteley, Fareham PO15 7LA

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Inspection date: 8 January 2020

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Staff are nurturing and kind and have positive relationships with the children who attend. Children are well behaved and respectful. They know what behaviour is expected of them and are valued and listened to. This helps children to feel safe and secure in their learning environment.

The curriculum is ambitious and there is a wealth of constant activity throughout the setting. Children are engaged and active learners. The resources available to the children are varied and promote learning well across all areas. Staff provide children with meaningful challenge, so they can test out their own ideas and think critically for themselves. Staff have high expectations of children's capabilities and know when to provide them with additional support. They also know when to hold back and encourage children to give things a go. This ensures children build their confidence and prepares them well for their next stage of learning.

Children are settled, happy and have enjoyable learning experiences which help them to make progress. They are encouraged to be independent. For instance, children learn to cut up grapes for their snack, put on their outdoor clothes to go outside and have the confidence to ask for help should they need it.

### **What does the early years setting do well and what does it need to do better?**

- The safeguarding policy is not in line with the Local Safeguarding Children Partnership. This is because the procedures that must be followed when there are safeguarding concerns, or an allegation is made against staff, are not clear enough. In addition, leaders are unable to demonstrate a sufficient knowledge of these procedures. This is due to the manager being newly appointed to their role. These weaknesses are a breach of the statutory requirements, but children's safety is not compromised as a result. This is because the staff know children well and have a secure knowledge of safeguarding.
- Some children who are behind with their communication and language development are not always fully supported. This is due to staff not making the most of every opportunity for all children to converse. They also do not fully address issues that may be hindering children's progress in this area.
- There are times when the workload of staff is high. This relates to having a high number of key children they are responsible for. Occasionally, this compromises children's learning needs not being fully met. For example, during key-person group time, some groups are so large that the key person is unable to focus on all of the learning needs of the children in that group. Staff have raised these issues during supervision but the issue has not yet been addressed fully.
- Parents are happy with the care and experiences the pre-school offers their children. They are kept informed and involved in their children's development

and progress and know what their children need to learn next. This positive relationship supports children to have continuity in their learning.

- Leaders monitor the progress of children who attend and have systems in place to identify if there are gaps in areas of children's learning. They evaluate their practice and implement relevant training if they identify an area which needs improving. Leaders have identified areas which need improving at the pre-school and have plans to implement these improvements. However, due to recent changes to the leadership team, these have not yet been implemented.
- Mathematics is promoted well. Staff skilfully introduce mathematical concepts as they read stories, sing songs and ask children meaningful questions. This helps to promote children's early numeracy skills.
- Physical development is well promoted through the pre-school. This is particularly the case in the outdoor space. For example, a nature walk, created around the circumference of the garden, is a sensory and physical experience for children. They walk through arches, balance on beams and hunt for bugs under the stones and wood they pass. The designated area used for ride-on toys is popular with the children. They take turns and giggle as they play.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a sufficient knowledge of safeguarding and are aware of the signs and symptoms of abuse and neglect. They know what action to take if a child may be at risk of harm and if allegations are made against staff. That said, the newly appointed acting manager needs to extend their knowledge further now they are the designated lead for safeguarding. Despite completing the relevant training to fulfil these aspects of the role, the policies and procedure in place are not fully in line with the Local Safeguarding Children Partnership. This does not compromise safety as staff have the knowledge and confidence to monitor outcomes when they raise a concern of a safeguarding nature.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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strengthen the safeguarding policy so it is clear what procedures must be followed if there is a safeguarding concern about children and if an allegation is made against a staff member, ensuring these are in line with the Local Safeguarding Children Partnership.	10/02/2020
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**To further improve the quality of the early years provision, the provider should:**

- make full use of every opportunity to promote communication and language for those children who are starting to fall behind with their speech development
- strengthen the key-person system to ensure that staff are not overwhelmed by the number of key children they are responsible for, so they can fully meet all of their responsibilities within this role.

## Setting details

<b>Unique reference number</b>	EY224509
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10133992
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Whiteley Pre-School Committee
<b>Registered person unique reference number</b>	RP520715
<b>Telephone number</b>	01489 565717
<b>Date of previous inspection</b>	13 December 2013

## Information about this early years setting

Whiteley Pre-School registered in 2002 and operates within the community centre in Whiteley, Fareham. The pre-school is open term time only from 9am until 3pm on weekdays. It employs nine members of staff. Of these, the majority hold relevant childcare qualifications. The pre-school is in receipt of funding for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Kelly Marchmont

## Inspection activities

- The inspection was conducted as part of the risk assessment process.
- A joint observation was conducted with the inspector and the manager.
- The inspector observed the interactions and teaching practices of staff.
- A leadership and management discussion took place with the inspector and leaders of the pre-school.
- The inspector spoke to parents and considered their views.
- The provider completed a learning walk with the inspector.
- The inspector held discussions with the leaders of the pre-school, spoke to staff at appropriate times and interacted with children throughout the inspection.
- The inspector sampled documentation, such as staff files, accident and injury records and information relating to complaints.

We carried out this inspection 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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