

Inspection of Westcott Tots

Westcott Street, Hull HU8 8NB

Inspection date:

6 June 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are greeted warmly by the caring staff on arrival. Staff get down to the children's level and provide reassurance and enthusiasm, which helps them feel safe. Children separate from their parents with ease. They understand the routines and boundaries, which helps them settle very quickly. Children demonstrate wonderful manners as they share their toys and happily take turns as they play farmyard bingo.

Children spontaneously break into song as they look at the books in the book corner. They spot a black sheep in the picture and sing 'Baa Baa Black Sheep'. Children huddle together to look at the books and recall the stories they have learned. As a result, children are making wonderful progress in their learning and development, including children with special educational needs and/or disabilities (SEND).

Children are provided with many opportunities to practise their mark-making skills in preparation for writing. For example, they collect their mark-making book on arrival. They sit and wait for their friends as they draw pictures or practise their words. Children giggle as they excitedly show their friends what they have drawn in their books. Children are developing their pincer grip excellently for writing.

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

- The manager and staff plan a curriculum for children that is sequenced to help them acquire the skills and knowledge needed before they start school. For example, children develop their independence skills as they go to the toilet and wash their hands. They prepare their snacks and butter their crackers. Children carefully listen and follow instructions to tidy up after they have finished playing. They put on their own coats and prepare their bags for home time. As a result, children are excellently prepared for their move to school.
- Staff regularly check the impact of teaching, encouraging children to recall what they have learned. For example, children confidently separate foods into healthy and unhealthy. Children explain that sugary foods are bad for their teeth. They expertly use giant teeth to demonstrate how to brush. Children use their own toothbrush to brush their teeth after snack. Children get lots of fresh air as they run, climb and balance in the outdoor area. Children learn what makes them healthy.
- Children's communication and language development are excellently supported. Staff encourage children to join in conversations, ask questions and ponder 'what if'. For example, children discuss going on a bus, who drives it and where they would go. Other children role play in the hairdressers. Children comment, 'My mummy does my hair', 'I go to the hairdressers with my mummy', 'Do you

want your fringe cutting?'. They question the use of hearing aids and think about what it would be like without them. Children are making wonderful progress in their language and communication skills.

- Staff introduce mathematical learning to children at every opportunity. For example, as children play with the farm, knowledgeable staff introduce positional language as children place the animals in front, behind, on top, to the right and left of the barn. They count how many animals they have and sort them into species and where they live. As a result, children are making excellent progress in their mathematical learning.
- The recently appointed manager and board of trustees have worked closely with staff to provide a consistent and coherent approach to learn, execute and improve practice. They have researched new ideas on children's development and taken advice and guidance from the local authority. Additional funding is used to support children's individual needs. This is regularly evaluated to ensure any gaps in learning are quickly reduced.
- Parents are very happy with the wonderful care and education that the children receive. Parents valued the settling-in sessions that enabled them to get to know the staff. Parents commented on the regular monthly development updates that they receive. Along with the pre-school newsletter, these provide parents with an excellent understanding of what their child can do and what they are currently learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an effective understanding of how to keep children safe. They understand the signs and symptoms that may indicate a child is at risk of harm. Staff know who to contact if they have a child protection concern about a child or adult. Regular safety checks are carried out to ensure children are safe and secure when at the pre-school. Staff have regular opportunities to discuss safeguarding or child development concerns with the manager. This ensures any action is taken swiftly to ensure children are protected from harm.

Setting details

Unique reference number	510019
Local authority	Kingston Upon Hull City Council
Inspection number	10117721
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	19
Number of children on roll	22
Name of registered person	Westcott Tots Committee
Registered person unique reference number	RP910762
Telephone number	01482 706860
Date of previous inspection	9 July 2013

Information about this early years setting

Westcott Tots pre-school registered in 1988. It operates from a designated unit within Westcott Primary School on the east side of the city of Hull. There is a fully enclosed area available for outdoor play. The pre-school is run by a board of trustees and there is a manager in place. The pre-school serves the local area and is accessible to all children. Three members of childcare staff are employed. All hold appropriate early years qualifications at level 2 or above. The pre-school is open five days a week during term time from 8.45am until 11.45am. The pre-school provides funded early education for three- and four-year-old children. It supports children with SEND.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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