

Inspection of Watoto Pre-School

139 Catherine Road, SHEFFIELD S4 7HJ

Inspection date: 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and engaged in this warm and welcoming pre-school. Staff work closely with parents from the beginning to ensure that children settle quickly and make a very positive start to their learning. Children, including those with special educational needs and/or disabilities (SEND), make good progress overall in all aspects of their development. They are well prepared for the next stage in their learning, including starting school. For example, children learn to be confident, creative and curious. They are keen and able to explore the world around them, and to express their ideas and understanding.

Children feel safe and well cared for. They behave well and follow daily routines. Children learn to make decisions and develop their own play. For instance, they work together to choose different musical instruments, such as piano and percussion, to accompany their tuneful Christmas singing. Children learn to be polite and considerate towards each other. For instance, they take time to help each other serve and share food at snack and party mealtimes.

The manager and her staff have high expectations for every child to gain the most from their time in the pre-school. Since the COVID-19 pandemic, parents do not routinely enter the classrooms, but wait at the door. Staff ensure that they maintain frequent high levels of communication to sustain children's learning and progress throughout this time.

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

- Staff work together well to plan an exciting curriculum that systematically helps children to make good progress overall in all areas of their learning. They build consistently on children's interests and experiences. However, sometimes, staff do not take opportunities that present themselves to further extend children's mathematical language and understanding.
- The well-qualified and experienced manager inspires her enthusiastic staff to strive for high standards. She is ably supported by her deputy manager and senior staff. The manager makes good use of training and supervision arrangements to develop staff's skills and knowledge, including to degree level. Staff share their skills effectively, which has a very positive impact on the overall quality of education.
- Staff promote children's communication and language skills strongly. Children who speak English as an additional language are well supported. For example, some staff are multilingual and use keywords and phrases in children's home languages. Staff introduce children to exciting new vocabulary through songs, stories and through their play. For example, children 'pluck', 'tap' and 'shake' their musical instruments. Staff help children to remember new words and

phrases, for example, by skilful questioning, joining their games and role play.

- Children are strongly supported to develop a love of reading. They share books with children at every opportunity. They skilfully engage children's interest and anticipation as the stories unfurl. Staff introduce children to a core range of songs, rhymes and stories that build on their knowledge and earlier experiences. They help children to recognise and appreciate favourite characters, such as the 'Gruffalo'.
- Staff provide effective support to children with SEND. They identify gaps in children's development at an early stage and act promptly to address them. Staff plan precisely to help children achieve their key steps in learning. Staff work closely with other professionals, such as speech therapists and local authority advisers, to ensure that children achieve their potential.
- Staff help children make good progress in their personal development and good behaviour. They recognise that some new starters have had little opportunity to mix with others during the COVID-19 pandemic. Staff provide warm cuddles and friendly support when children, particularly babies, first join them. This contributes to children's confidence and security.
- Staff help children to progressively build on their physical skills. Babies learn to build their confidence in rolling, crawling and walking. Staff provide attractive resources inside and out for babies to reach out for and pull themselves up on. Children develop their muscle control as they lift small objects with tweezers, or learn to hop, jump and climb when they build their own obstacle courses.
- Parents are proud to send their children to the nursery. They particularly appreciate the warm and friendly nature of the staff. Parents comment on the good communication and guidance that they receive, such as to help their children manage their emotions, language needs or sleep patterns.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead supports staff to ensure they have full and up-to-date knowledge. She makes sure staff are well trained and that their understanding is regularly checked. Staff know how to care for children and keep them safe. They are sensitive to any changes in children's emotions or behaviours that may suggest there is a concern. Staff know how to record information children may give and who to report to. Staff are vigilant. They encourage children to be aware of their own safety as they play and learn.

What does the setting need to do to improve?

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

- focus staff development on further strengthening children's mathematical language and understanding.

Setting details

Unique reference number	EY367292
Local authority	Sheffield
Inspection number	10264078
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 6
Total number of places	56
Number of children on roll	81
Name of registered person	Black Women's Resource Centre Watoto Preschool
Registered person unique reference number	RP907319
Telephone number	03300165668
Date of previous inspection	22 May 2017

Information about this early years setting

Watoto Pre-School registered in 2008. The pre-school employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including three at level 3, two at level 5 and two at level 6. The pre-school opens from Monday to Friday, for 48 weeks of the year. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- This was the first routine 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 conducted a joint observation of children's activities.
- The inspector conducted a learning walk with the manager and deputy manager to review children's learning experiences.
- The inspector discussed the management and organisation of the nursery with the manager and deputy manager. He reviewed relevant documents.
- The inspector spoke to children about their activities.
- The inspector held discussions with members of staff throughout the nursery.
- The inspector held discussions to seek the views of parents.

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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