

# Inspection of Whipper Snappers Pre-School

St Michael's Church Hall, Field Lane, Bartley Green, Birmingham B32 3PS

---

Inspection date:

15 December 2022

---

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children come into the setting happily and are greeted by friendly, familiar staff. Practitioners want the children to have fun at nursery and to enjoy their day. Consequently, the environment is planned towards children's interests and is based on what children like to do. For example, a farm set is put out for children who enjoy playing with animals, and dinosaurs hanging on the Christmas tree are initiated by children's requests. Although staff support children to feel valued, they do not consistently offer challenging learning opportunities. Children can independently access activities and make choices about what they want to play with next. Most children engage in activities of their choosing. However, children do not benefit from quality teaching and learning because staff and managers lack confidence in understanding the curriculum. Activities planned for children do not always take account of what children need to learn next. This impacts on children's motivation to learn and hinders them from making good enough progress in their learning and development.

The quality of interactions between staff and children is variable. Discussions around a planned Christmas party build excitement in children. They happily talk about a 'special visitor' they are expecting tomorrow and engage in conversation with adults when role playing. However, on occasions, staff limit the opportunities children have to speak. For example, they use closed questions or do not give children enough time to process and respond to questions asked.

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

- The setting requires improvement because the quality of education is not yet good. Although key persons have some understanding of each child's stage of development, they do not use this information well enough. Planning is focused on what children like to do. Staff do not plan activities that support children well enough to achieve the next steps in their learning. This impacts on the progress that children make in their development.
- The curriculum designed for children is not underpinned by what children need to learn next. Staff and managers do not have a consistent understanding about the intentions for children's learning. Consequently, some children do not benefit from high-quality learning experiences and choose to spend excessive amounts of time on an interactive tablet.
- Children develop positive relationships with their key person. Consistency in staffing arrangements means that children are able to form secure attachments and feel safe in their environment. Children's personal needs are well met. Staff recognise when children are not feeling well and offer lots of cuddles.
- Staff recognise how some children need more support with managing their feelings and behaviours since the COVID-19 pandemic. Strategies are used to

build on children's attention and understanding, such as how to follow instructions. A ring of a bell encourages children to stop, listen and act. Children are developing their understanding of routines when they freeze and listen to hear what is happening next. Most children generally behave well and have positive relationships with their peers.

- Individual strategies and targets are identified for children with special educational needs and/or disabilities (SEND). For example, some children receive prompts before staff interact with them. However, these approaches are not consistently delivered by all staff. Sometimes, this leads to some children becoming confused, frustrated or upset because their individual needs are not always accounted for.
- Parents speak positively about the setting and how their children fondly tell them about their day. Feedback is given by staff at the end of each session, which informs parents of children's well-being. Staff hold regular meetings with parents to provide them with information about their children's development. This helps to foster positive relationships with parents and build on the continuity in children's care and learning
- The setting promotes a healthy ethos. Fresh fruit and vegetables are provided each day to offer children a selection of healthy foods. Workshops offer parents information around healthy eating to support them at home. Children learn about handwashing and effective oral hygiene. This teaches children to make healthy lifestyle choices.
- Staff comment that they feel well supported by managers and are happy in their roles. However, although managers carry out regular supervisions with staff, these are not yet effective. Managers have identified some training needs for staff but have not yet provided them with the support they need to improve their teaching and practice. As a result, weaknesses in teaching are not being identified and addressed quickly enough to raise the quality of education to a consistently good standard.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have secure knowledge of how to keep children safe. Staff recognise the signs and types of abuse and know who to report their concerns to if they suspect a child is at risk. They know what to do if they have concerns about the conduct of another member of staff. The manager has appropriate systems in place for staff recruitment. Ongoing checks are carried out to assess that staff remain suitable to work with children. The setting has an effective policy to ensure that mobile phones are appropriately stored away during the day. Risk assessments are completed to identify and respond to any dangers to children's safety.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
improve the use of supervision and monitoring of staff's teaching and practice in order to promote the interests of every child	30/01/2023
ensure that information gathered from assessment is used effectively to plan and provide activities and experiences that support each child to make progress in their learning and development	30/01/2023
put consistent arrangements in place to support children with SEND to ensure that their needs are met.	30/01/2023

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

- review and build on the opportunities for children to interact and communicate with others, to enhance their communication and language skills further
- strengthen the curriculum so that all staff have a consistent understanding about how to extend children's learning.

## Setting details

<b>Unique reference number</b>	EY454096
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10263871
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Whipper Snappers Childcare Limited
<b>Registered person unique reference number</b>	RP532010
<b>Telephone number</b>	07810404799
<b>Date of previous inspection</b>	15 May 2017

## Information about this early years setting

Whipper Snappers Pre-School registered in 2012. They employ six members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 9am to 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jo Southerton

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022