

Inspection of Whitfield Wise Owls Pre-school

Whitfield Village Hall, Sandwich Road, Whitfield, Dover CT16 3LY

Inspection date: 24 January 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in this nurturing environment. They have formed strong bonds with the staff and enjoy interacting with their friends. Children's behaviour is good and appropriate to their stage of development. Children are eager to help and be kind to their friends. For instance, older children hold the hands of the younger children who are learning to walk along the balancing beam.

Children enjoy reading and looking at books independently as well as having a story read to them. They particularly like looking through the pre-school photograph album. The children recall past events as they talk about what they see in the photographs and point to friends.

Children are keen to learn about the world around them. For instance, they explore how to use chopsticks as part of their Lunar New Year celebrations. Staff teach them about their local community and take the children on walks around the village.

Children excitedly explore the array of sensory activities on offer. They practice their hand-eye coordination as they use tweezers to pick up buttons hidden in the jelly. Children particularly enjoy playing with the water station outside. They predict how many cups of water they will need to wash the plastic spider down the guttering as they sing a song about an incy wincy spider.

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

- Children develop good communication skills. They benefit from enthusiastic staff who get down to their level. Staff speak clearly and introduce descriptive vocabulary into children's play. For instance, they encourage children to listen to the noises the jelly makes as they squash and squish it between their fingers.
- Parents state that they are very pleased with the support they receive from the manager and staff at the pre-school. Staff share information through children's online learning records as well as speaking with parents at drop-off and collection times. This exchange of information helps parents to fully understand what staff are planning for children's learning so they can enrich children's experiences at home.
- Physical exercise is a keen focus at the pre-school. The staff provide children with a multitude of opportunities to practise their large motor skills, such as jumping on the indoor trampette, riding bikes in the garden and doing mini workouts. Staff encourage children to place their hands on their chests so that they can feel the difference in their heart rates as they carry out activities. Children are beginning to learn about what makes a healthy lifestyle. But, on occasions some staff do not expand children's understanding about the

importance of making healthy choices about food and drink.

- The special educational needs coordinators (SENcos) work in partnership with parents and other agencies to ensure children receive the support they need. The SENcos support staff and put in place detailed plans to address any developmental concerns. As a result, the staff respond quickly to help reduce any gaps in children's development. For instance, staff make strong use of sign language and small group activities. These help to support children's communication and language.
- Following the COVID-19 pandemic, the manager and staff have given high priority to children's emotional well-being. The manager has made good use of extra funding. For instance, they have purchased resources that help support children's engagement in mindfulness activities and help them to identify and deal with their emotions.
- Staff have a clear intent for learning within the curriculum. They provide children with a good range of adult-led activities. For example, they encourage children to dress up to become scientists. The children put on their white coats and goggles and investigate which objects are attracted to the magnets. The children are curious and eager to explore. However, at times, staff do not consistently provide a higher level of challenge to more able children to help further extend their learning.
- The manager is passionate about her role in supporting children and their families. The staff team have high expectations for what children are able to achieve. They focus on providing good-quality experiences for children who attend. Staff undertake training and receive support from other staff. For instance, the new SENCo is receiving support from the manager who presently carries out that role. The staff also carry out peer observations to help them further develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities in relation to keeping children safe and maintaining their welfare. They complete safeguarding and child protection training. Staff are aware of the signs and symptoms of abuse, including extremist views and behaviours, such as the 'Prevent' duty and county lines. The manager and staff know the processes to follow if they are concerned about a child in their care. The manager has robust recruitment procedures in place to ensure all adults working with children are safe to do so. Staff conduct thorough risk assessments to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

- continue to develop children's understanding of how to make healthy choices about food and drink
- provide a higher level of challenge to the more able children to help extend their learning even further.

Setting details

Unique reference number	2608419
Local authority	Kent
Inspection number	10263386
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	30
Number of children on roll	37
Name of registered person	Whitfield Wise Owls Ltd
Registered person unique reference number	2608418
Telephone number	07713146715
Date of previous inspection	Not applicable

Information about this early years setting

Whitfield Wise Owls Pre-school registered in 2020. It is located in Whitfield, near Dover, Kent. The pre-school operates Monday to Friday, from 9am to 3.30pm, during term time only. The provider employs five members of staff, of which four hold a relevant early years qualification at level 3 or above. The provider holds a level 6 qualification and manages the setting. The pre-school offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sara Garrity

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 inspector spoke to parents and read letters of reference to take their views on the service they receive into account.
- During the tour of the pre-school, the manager explained the setting's aims and discussed how they implement the curriculum.
- The inspector observed the staff's interactions with children during a range of activities.
- A range of relevant documentation was checked, including staff qualifications.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.

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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