

Inspection of Whittington Under Fives

Station Road, Whittington, Oswestry, Shropshire SY11 4DA

Inspection date: 8 March 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

As the children arrive, staff welcome them into the friendly and caring pre-school. The children show confidence as they leave their parents and carers at the front door. They quickly find their friends and play. The children move freely between the numerous activities on offer. For example, some children sit and look at the books and others mark make in the sand. Children happily invite staff into their play. Staff use their experience to extend the children's learning as they play. For example, some children in the role-play area choose to dress up as a 'unicorn'. They want to wear unicorn hats, which are not part of the outfits. Staff quickly incorporate children's ideas as they take them to the art table and support them to make the hats. The children develop their imagination as they cut and stick resources to make their unicorn hat. This extends the children's engagement in the activity and helps them to embed skills they already have and develop new ones.

The children behave well and show kindness to each other. For example, when children want to play with the same thing, they negotiate well with each other, explaining they would like a turn. The children then share and take turns. Staff support positive behaviour and praise children throughout the day. This raises children's self-esteem and supports their emotional development.

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

- Leaders and managers have a strong vision for the pre-school. They work together with the long-established team to discuss how to improve the provision and the outcomes for the children. Weekly meetings involve staff in the planning of activities and the enhancement of the curriculum. Staff feel they are well supported. They liaise with managers to enhance their own professional development and gain access to training opportunities.
- The children have opportunity to play outdoors every day to enhance and develop their skills. For example, some children use chalks to mark make, and use their imagination drawing 'snails' and 'sharks' on the playground. Other children use a hockey stick and hit a ball to each other, developing their hand-to-eye coordination and social skills. Others run around excitedly with their friends, developing their large motor movements.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with parents and outside agencies to ensure they meet the children's needs. Managers use extra funding to provide targeted support for children, to ensure they make good progress.
- Staff provide children with a language-rich environment. Children enjoy conversations with staff and each other. Staff talk to the children about what they are doing. They help them to recall past events and ask questions to further children's understanding and learning. Staff use sign language to support

non-verbal children. This enables children to hear a variety of communication and language.

- Staff plan activities based on children's next stages of learning. In the main, children engage, explore, and investigate activities. This is especially true when staff are present to support children's learning. For example, at the water tray the children excitedly pump the water and watch when staff explain how to make it cascade down the tray. They show intrigue as they turn taps on and off to start and stop the flow of the water. However, when left to play alone, not all activities capture the children's interest well enough to fully engage them in meaningful play.
- Children learn about their local community with trips to the shops, park and local theatre. They learn about different festivals, such as St David's Day and Holi. This gives children some understanding of different people and cultures. However, the curriculum is not broad enough to offer children a wide and varied insight into people outside their community. Therefore, children may not develop the skills for life in modern Britain.
- Parents are keen to tell the inspector how happy they are with the pre-school. They explain how they get daily communication from staff telling them what their child has been doing during the day. They receive emails and newsletters updating them on things in the nursery. Parents feel they are very well supported.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of safeguarding procedures. They are able to explain signs and symptoms of abuse and understand the steps to take if they feel a child is at risk of harm. Staff know how to report an allegation made against another staff member. Managers and staff have regular safeguarding training to ensure their knowledge is kept up to date. The pre-school is kept safe and secure. Staff undertake risk assessments to ensure it is safe each day for the children to attend. Resources are clean and well maintained. This ensures children are kept safe.

What does the setting need to do to improve?

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

- develop activities further to inspire children's interest and curiosity, ensuring there is challenge and meaningful learning opportunities
- consider ways to incorporate culture and diversity into the curriculum to broaden children's understanding of people and communities in wider Britain.

Setting details

Unique reference number	224222
Local authority	Shropshire
Inspection number	10276123
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	2 to 4
Total number of places	45
Number of children on roll	44
Name of registered person	Whittington Under Fives Committee
Registered person unique reference number	RP522422
Telephone number	01691670127
Date of previous inspection	3 July 2017

Information about this early years setting

Whittington Under Fives registered in 1993 and operates in the village of Whittington, Shropshire. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. It opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

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 managers about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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