

Inspection of Westgate Whirlybirds

Brooklands Close, Hospital Road, BURY ST. EDMUNDS, Suffolk IP33 3JX

Inspection date: 20 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children enter the setting with excitement and enthusiasm. Staff greet them by asking, 'Good morning, how are you?' Children form good bonds with the staff, who are nurturing and caring. They enjoy positive interactions with staff, which help them feel safe and secure. Children smile with delight as they discover that mixing red and blue paint together makes the colour purple. They show positive attitudes to their learning. Children show determination as they master the skill of using scissors. They become independent through repetition during the daily routine, for example putting on their coats before going outside. Children know to wash their hands before eating and after using the toilet.

Children behave well and develop good friendships with their peers. These positive interactions significantly enhance children's social skills. For example, they work as a team to create a car wash. They line up the bicycles and call out 'car wash'. Children use language, such as '£2 please', 'whole car dirty' and 'all done'. Staff introduce new words, such as 'soggy', when describing the texture of the sponge when it is wet.

Children participate in a variety of activities that promote their physical development. They explore play dough and enjoy making different shapes by stretching and moulding the dough. This strengthens children's small-muscle skills ready for writing.

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

- The manager and staff have created a broad and balanced curriculum. Staff plan activities that follow children's interests and ignite their motivation to learn. As a result of this, children become active learners. They excitedly discuss the planting activity they took part in. Children recall that the beans need water and sunshine to grow tall.
- Children have access to an inviting garden. It is well resourced and supports all areas of their learning. Children confidently pedal bicycles and climb the play apparatus. They giggle with delight as they chase each other around the garden and say 'catch me'. Children use a selection of resources, such as chalk and paintbrushes, as they make marks on the floor and walls. There is a buzz of excitement as children share their thoughts and ideas about what they are drawing.
- The manager and staff support children with special educational needs and/or disabilities very well. Staff complete training to meet children's specific learning and medical needs. They work closely with parents and professionals to provide children with the additional help and support they need. This ensures that children make the best possible progress.

- Additional funding is used successfully. The manager carefully considers how to use the funding to give children the best opportunities, for example resources and additional hours to cover breakfast and lunch club.
- Children enjoy playing with water. They fill and empty containers and pour water into the water wheel. Staff weave additional learning into their play and conversations, such as counting and numbers. However, staff do not extend children's knowledge of mathematical concepts, such as weight, volume, floating and sinking.
- Staff support children's communication and language skills well. They use early screening tools to swiftly identify where children require additional support. Staff provide a narrative for children as they play. They introduce words such as 'gravity' and 'rumbling' to broaden children's vocabulary. Children are becoming confident communicators.
- Parents say staff are 'supportive', 'fantastic' and 'amazing'. Parents highly praise the setting for the care and education their children receive. They comment how lucky they are to have such a wonderful place to send their children. They value the feedback they receive on their children's development and next steps.
- Children develop a fondness for reading. Staff bring books to life as they read with enthusiasm. They change the tone of their voice to draw children into imaginary worlds. Older children share stories with each other as they snuggle up on the soft chair. Younger children cuddle up to staff as they read. They turn the pages over and feel the textures of the book.
- The manager is passionate about providing the highest quality care and learning for the children. She values the staff as the most important asset to the setting. Staff comment that they feel valued and respected.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding. Staff are confident in the procedures to follow if they have concerns about the welfare of a child. They have a secure understanding of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. Staff are aware of the whistle-blowing policy and know what to do if they become concerned about the behaviour of a colleague. There are robust recruitment procedures in place to ensure staff's suitability to work with children. Staff supervise children well to ensure their safety.

What does the setting need to do to improve?

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

- strengthen staff's teaching to build and extend on children's knowledge and understanding of early mathematical concepts.

Setting details

Unique reference number	251714
Local authority	Suffolk
Inspection number	10279746
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 11
Total number of places	30
Number of children on roll	90
Name of registered person	Westgate Whirlybirds Committee
Registered person unique reference number	RP523504
Telephone number	01284 754 014
Date of previous inspection	21 September 2017

Information about this early years setting

Westgate Whirlybirds registered in 1980. It is situated in Bury St. Edmunds, Suffolk. The pre-school employs six members of childcare staff, two of whom hold early years qualifications at level 6, three at level 3 and one at level 2. The pre-school opens from Monday to Friday, during school term times, from 9am until 3.30pm. A breakfast club and after-school club operate during school term times, from 8am until 9am and 3.30pm until 5.30pm. A holiday club operates from 8am until 5.30pm during the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Diane Middleton

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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- Discussions were held between the staff and the inspector to help establish their understanding of how to safeguard the children in their care.
- 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 at the setting.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023