

Inspection of Whiston Pre-School

Whiston Junior & Infant School, Saville Road, Whiston, Rotherham, South Yorkshire
S60 4DX

Inspection date: 16 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy throughout their time in the friendly and well-run pre-school. They make good progress overall from their personal starting points and are well prepared for the next stage in their learning, including starting school. Children learn to be confident and curious and are keen to learn. For example, they love to explore the exciting grounds carefully on a scavenger hunt for bugs and plants. They keep a tally of their findings and choose to reproduce them in drawings, paintings or other media.

Children are safe in the warm care of the enthusiastic staff. Staff establish good relationships with children and their families from the start. This helps children, including children with special educational needs and or disabilities (SEND), settle quickly and securely into their learning. Children learn to build friendships and to trust others as they play together. For example, they work together to create and use a safe but challenging obstacle course with crates and other materials.

Children behave very well. They learn to be polite and courteous in response to staff's high expectations. Children follow instructions and look after each other. For instance, they wait their turn and give each other space to use the steps and slides on the climbing frames in their own time. Parents feel that they are very engaged in and well informed about the life of the pre-school.

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

- Staff promote children's speaking and listening skills well, overall. They regularly sing songs, for example, and read stories that introduce children to new words and phrases. Staff engage children in friendly conversations as they play. However, sometimes, staff do not take all opportunities to help children fully extend and enrich their vocabulary.
- The experienced and well-qualified manager provides passionate and focused leadership. She has created a strong and ambitious staff team. Staff morale is high because they feel that their contributions are valued and their work is respected. The manager carefully reviews the effectiveness of the pre-school and draws on the views of children, staff and parents.
- The staff plan an exciting curriculum overall to support children's progress and introduce them to new ideas and skills. For example, children learn about the importance of recycling and using resources creatively through the regular 'no paper' day. Children are busy and play purposefully. However, staff do not consistently provide opportunities for children to reflect on their experiences and deepen their recall and understanding of their learning.
- Staff strongly support children with SEND. They identify gaps in children's learning and development at an early stage. Staff work closely with other

professionals, such as speech therapists, to plan future learning. They make good use of additional funding. For example, staff offer sensory play experiences to help children's emotional well-being or sign language to support their speaking skills.

- Children are strongly supported to develop a love of reading. Staff share well-chosen books with children throughout their sessions. They read stories well to build children's anticipation and engagement. For example, children love to join in the repeated sentences in 'We're Going on a Bear Hunt'. They use remembered phrases, such as 'squelch, squerch', as they play with their play dough.
- Staff promote children's good behaviour and personal development well. They help children to make decisions. For instance, children vote for the story they would like to hear by standing next to their choice of book. Staff successfully encourage children to say 'please' and 'thank you' throughout their play and at snack times.
- Staff help children to develop their physical control and body management. Children are encouraged to make large shapes and patterns in their water wall painting and to use thick and fine paintbrushes and pens. These skills support their early letter recognition and writing development. Children enjoy physical challenges, such as riding their balance bikes down the sloping grass at increasing speeds.
- Parents are proud to send their children to this pre-school. They appreciate the care that staff take and the progress their children make. They particularly comment on the staff's sensitive support for children's social skills after the impact of lockdown periods during the COVID-19 pandemic. Parents feel that they receive a very good range of useful information on their children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures staff have a good knowledge of the signs that children may be at risk of abuse or neglect and that they understand how to record and report their concerns. Staff are regularly tested and challenged to refresh and update their knowledge. They know the relevant agencies to inform to make sure that the correct and timely action is taken. Staff have a positive understanding of a range of safeguarding concerns, including protecting children from extreme views and county lines. Staff are vigilant and ensure that children play in a safe and secure environment indoors and outside.

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 ensuring all opportunities are taken to further enrich and develop children's vocabulary
- strengthen planning and organisation to provide further opportunities for children to reflect on their learning experiences and deepen their recall and understanding.

Setting details

Unique reference number	EY283915
Local authority	Rotherham
Inspection number	10285889
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	44
Name of registered person	Whiston Pre-School Committee
Registered person unique reference number	RP522494
Telephone number	01709 828003
Date of previous inspection	23 October 2017

Information about this early years setting

Whiston Pre-School registered in 2004 and is located in Rotherham. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications, three at level 3, one at level 4 and one at level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 8am to 4.30pm. 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 staff and has taken that into account in their evaluation of the pre-school.
- The inspector conducted a learning walk with the manager to review children's learning experiences.
- The manager and the inspector conducted a joint observation of children's activities.
- The inspector discussed the management and organisation of the pre-school with the manager and reviewed relevant documents.
- The inspector spoke to staff and children during the inspection.
- 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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