

# Inspection of Whickham Parochial Pre-school

Whickham Parochial Pre School, Alder Tree House, Broadway, Whickham,  
Newcastle Upon Tyne NE16 5QW

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Inspection date: 9 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children settle extremely well in this exceptional, inspiring pre-school. They develop a thirst for knowledge and display excellent attitudes to learning. Children lead their own learning and are excited and eager to share their knowledge with their friends. For instance, older children tell younger children the role of the beekeeper and how to make honey. Older children learn the meaning of complex words and share their knowledge during discussions. For instance, they explain that honey is kept in 'durable' pots.

Staff create an extraordinary environment, where children thrive and experience 'awe and wonder'. They have high levels of curiosity as they explore the exciting range of resources and activities provided, inside and outdoors. Children confidently explore the natural environment and quickly become deeply absorbed in their play. They confidently explore and investigate natural resources. For example, they explore cut flowers, and plant potatoes and strawberries in the allotment. Children ask questions about the names of flowers. Staff challenge children to think about where they might find out that information. Children instinctively know that you can retrieve information from books. They enthusiastically run to the outdoor classroom to find a book about wildflowers. Staff's skilful teaching encourages children to notice similarities and differences between the flowers, until they successfully identify the correct flower.

Children's behaviour is impeccable, they behave extremely well as they play alongside each other. All children know and understand the rules of the setting. For example, they remind each other of the rules that need to be followed around looking after wildlife in the garden.

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

- The leadership team's passion is second to none. They are extremely committed in their drive to continuously improve the setting. Incisive self-evaluation and reflective practice is highly effective. Leaders constantly review all areas of the setting. They relentlessly strive for the best outcomes for children. All staff demonstrate immense passion, knowledge and ambition. A high emphasis is placed on staff well-being. Regular supervision sessions, high-quality coaching and mentoring ensure that the staff team are supported extraordinarily well.
- Partnerships with parents are exceptionally strong. Staff encourage parents to play an active role in their children's learning. Staff share children's next steps and provide ideas and advice on how to further support children's learning at home. Parents speak so highly of the setting and cannot praise the staff enough. They comment that the staff go 'above and beyond' and that they are 'completely child focused'.

- Children benefit from superbly planned activities, that encourage physical development. For example, they regularly access the allotment, where they develop their fine manipulative skills as they water the plants and dig for potatoes. Children use their large muscles as they ride bikes, propel themselves on a rope swing and climb trees in the garden. This helps to develop children's balance, coordination and small-and-large muscle skills.
- Leaders have an excellent understanding of what they want children to learn. The quality of teaching is outstanding. The well-qualified staff plan highly stimulating activities in a safe, vibrant, and highly challenging learning environment.
- Children are curious and ask staff questions, such as 'How do bees help flowers grow?' Staff explain and children demonstrate excellent memory and understanding as they recall how bees pollinate flowers. Staff build on what children have previously learned and increase children's knowledge even further. For example, children recall that the flowers in the garden are named red valerian. Furthermore, staff introduce new vocabulary, such as 'stag beetle' and 'shield beetle'. This helps to extend children's vocabulary.
- Children with special educational needs and/or disabilities (SEND) are supported exceptionally well. Staff are extremely proactive in seeking out specialist support. They work closely with the local authority, health visitors and speech and language therapists. Interventions and targets are precise and regularly discussed and evaluated. This helps children with SEND to make the best possible progress.
- Children's behaviour is excellent. They have excellent attitudes to learning. They are keen to have a go and understand when to take risks and when to stand back. For example, children assess how high they can safely climb on the rope swing.
- Mathematics and literacy are woven throughout the pre-school. Children carry clip boards around the garden and make a tally of the insects that they find. Staff encourage children to look at insects and notice the patterns and shapes on their backs. Children use binoculars and count the number of legs on spiders and ladybirds they find. Children excitedly draw their favourite insects and proudly show them to their friends. This helps to develop children's counting skills and supports early writing skills.

## Safeguarding

The arrangements for safeguarding are effective.

The leadership team have an exceptional understanding of safeguarding. They have in-depth knowledge of possible signs of abuse and how to report any concerns or allegations. All staff have an exemplary understanding of safeguarding, including the 'Prevent' duty legislation, domestic violence and county lines. All staff have an exceptional understanding of the signs and symptoms, which may indicate that children are at risk of harm. Leaders implement safer recruitment processes, and staff are suitable and inducted effectively. Staff deployment is highly effective to keep children safe. Robust risk assessments are carried out, and equipment and

resources are well maintained. This helps to keep children safe.

## Setting details

<b>Unique reference number</b>	2634328
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10285531
<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>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Whickham Parochial Pre-school Limited
<b>Registered person unique reference number</b>	2634327
<b>Telephone number</b>	01914888621
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Whickham Parochial Pre-school registered in 2021. The pre-school employs 12 members of childcare staff. All hold appropriate early years qualifications at level 3, including one of the directors who holds early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 7.45am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

## 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 staff and children during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with one of the leaders.
- The leaders and the inspector completed a learning walk together and discussed the curriculum.
- The inspector held discussions with leaders and reviewed evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school with the inspector.
- The inspector observed the interactions between staff and children.

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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