

# Inspection of Whitewell Bottom Pre School

Whitewell Bottom Community Centre, Burnley Road East, Whitewell Bottom,  
Rossendale, Lancashire BB4 9LB

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Inspection date: 12 July 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 thrive at this welcoming, friendly and inclusive pre-school. They settle quickly and are clearly extremely happy, safe and secure. Relationships between children and staff are warm and trusting. Children excitedly share news about their visits to school and staff listen attentively. Children display a very strong sense of belonging and have high levels of self-esteem. They play harmoniously and their behaviour is exemplary.

Staff have high expectations of what children can achieve. The interesting curriculum is differentiated according to children's individual needs and interests. Children are motivated to learn. They enjoy participating in the array of activities offered and remain focused and engaged. Children demonstrate a very positive 'can-do' attitude, as they persevere in challenging tasks, such as completing a complex jigsaw puzzle.

Innovative use of funding during the COVID-19 pandemic meant that children benefited from attending more frequently. This enabled dedicated staff to address emerging gaps in learning, such as confidence, communication, turn taking and sharing. Exceptional partnership working with local schools highlighted the positive impact that this had and how prepared children were for their eventual move to school.

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

- Staff use flexible settling-in sessions to gather pertinent information about children when they first start. Detailed assessments are used to help staff to plan activities that build sequentially on what children already know. This means that children make good progress from the outset. Parents are kept informed of their child's progress through daily discussions, termly reports and frequent parent meetings.
- Children are becoming skilful and confident communicators. Staff ask questions and give children time to think and respond. They provide a narration as children play and introduce new vocabulary such as 'drawbridge' and 'magnifying glass'. However, on occasion, staff do not always model the correct pronunciation of letter sounds. This means that children repeat and use sounds incorrectly in their play.
- Children are developing an excellent understanding of mathematical concepts. As they play with long tubes, staff suggest that they are measuring sticks and ask them to find objects that are longer or shorter. Older children use a ruler as they explore length and measurement further. Children look at numbers on a weighing scale during baking activities and calculate how many more eggs that they need.

- A huge emphasis is placed on the importance of children learning about the community in which they live. Intergenerational activities such as growing vegetables and exercise sessions, help children to become aware of others around them and their place in society. Children benefit from visits from local police, where they discuss the importance of wearing seat belts and using a car seat. This helps children to develop essential knowledge to help keep them safe.
- Children learn the importance of leading a healthy lifestyle. They engage in energetic play regardless of the weather, where they develop skills, such as running, balancing, climbing and jumping. Children are reminded to stay hydrated and there are lots of discussions about making healthy food choices. Children's emotional well-being is integral in all practice. They listen to stories, such as 'The Colour Monster', to help them recognise and regulate their feelings.
- The passionate and dedicated manager leads a team of knowledgeable and enthusiastic staff. Ensuring the best possible outcomes for children is clearly at the heart of everything that they do. The very cohesive team work well together and benefit from a continuous cycle of observations of their practice and supervision meetings. Mandatory training is completed. However, there are less opportunities for staff to engage in wider training to help develop the quality of their teaching to an even higher level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff fully understand how to protect children from harm. They confidently explain potential signs that may indicate abuse and neglect. Staff know how to report any concerns regarding children's welfare or the practice of a colleague. Procedures, such as the safe use of mobile phones, are implemented robustly and staff understand expectations regarding their conduct, roles and responsibilities. They are deployed effectively and children are supervised well. Effective risk assessments help to ensure that the environment is safe and secure.

## **What does the setting need to do to improve?**

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

- help staff to develop their skills in modelling the correct pronunciation of letter sounds
- consider further training opportunities so that staff can develop and enhance their knowledge and teaching skills further.

## Setting details

<b>Unique reference number</b>	309529
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10300437
<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>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Whitewell Pre School Group Committee
<b>Registered person unique reference number</b>	RP518554
<b>Telephone number</b>	01706 220805
<b>Date of previous inspection</b>	4 December 2018

## Information about this early years setting

Whitewell Bottom Pre School registered in 1992. The pre-school opens Monday to Friday, during school term times with sessions from 9am until 3pm. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- 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, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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