

Inspection of Whipper Snappers Pre-School

St Michael's Church Hall, Field Lane, Bartley Green, Birmingham B32 3PS

Inspection date: 21 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children and support them to recognise their names as they register themselves on arrival. Children come in eagerly and separate happily from their parents. They are keen to explore the welcoming learning environment that staff have set up. Leaders and staff, in this pack-away provision, organise the learning space effectively to ensure children have access to a wide range of play opportunities.

Staff deploy themselves highly effectively across the provision. They engage children skilfully in quality interactions with their peers and adults. Leaders and staff are strong role models for children's communication and language. They introduce new and relevant vocabulary to extend children's play. For example, they name the utensils in the home corner and support children to develop their understanding of the purpose of the equipment.

Staff plan for children's learning effectively based on initial information they gather from parents. They carry out thoughtful observations to further identify children's interests. Staff use this information to motivate and engage children across all seven areas of learning. Staff members have high expectations of all children. They use targeted teaching and well-planned intervention to enable children to make the best possible progress.

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

- Leaders have made significant improvements since the last inspection. They have developed and implemented an ambitious and clear curriculum for children. Leaders support staff to develop their skill and ability to observe and assess children's individual learning. Careful monitoring ensures that all children, including those with special educational needs and/or disabilities (SEND), make good progress.
- Leaders support staff effectively. They ensure that staff members receive purposeful feedback on their performance, and offer access to continued professional development. Together, leaders and staff evaluate practice in order to continuously improve the service on offer to children and their families.
- The special educational needs coordinator works in strong partnership with external agencies. Careful observation and effective intervention ensure that children with SEND receive the support they need to fully reach their potential.
- Staff use their knowledge of children's motivations and interests to provide engaging play opportunities. They respond positively to children's thoughts and ideas, and use these to extend their play. For example, staff enable children to develop their role play by swiftly constructing a vehicle when children decide they want to take their 'babies' on a bus ride. Staff talk to children about where

they are going and children state they will get off at the park and the shop.

- For the majority of time, children behave well and develop their understanding of right from wrong. They respond promptly to instructions from staff members and skilfully tidy toys away before snack time. However, on occasions, staff do not support children's understanding effectively with simple and clear explanations when they display unwanted behaviour. As a result of this, children do not always understand the rationale behind the rules. For example, staff ask children not to put the play dough in their mouths without explaining why.
- Staff teach children about the similarities and differences between them effectively. They engage children in thoughtful conversation about their individual characteristics, and plan opportunities for them to create self-portraits using mirrors. Children are excited to look at themselves and create a self-image using a range of collage materials.
- Staff offer children a choice of stories when they come together for story time. However, they do not make it clear to the children when they hold up the books and ask them which one they would like that they are voting for their favourite. Therefore, children's understanding of democracy and their right to have their voice heard is somewhat limited.
- Staff offer just the right amount of support and encouragement for children to carry out tasks independently. Children wash their hands competently and understand the importance of using soap. They develop their fine-motor skills as they access drinks from a small water container. They also confidently pour their own drinks at snack and lunchtime.
- Parents are delighted with the provision. They comment extremely positively on the nurturing relationships that staff develop with the children. Parents are very happy with the progress that children make while attending the provision. They state that they feel well informed about their child's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of their role in protecting children from harm. They ensure that all staff members access training to refresh and develop their knowledge. Staff have a strong knowledge of the signs of abuse and the action they should take if they are concerned about a child. Staff are clear about the local arrangements for safeguarding and their responsibility to escalate concerns if necessary. Those with designated responsibility for safeguarding facilitate discussions in staff meetings to ensure that any updates to guidance and legislation are shared. Risk assessment is effective and children's safety and security are a priority.

What does the setting need to do to improve?

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

- support children more consistently to understand why behaviour rules are in place
- provide even more opportunities for children to vote and make choices, and help them to understand that their voice carries meaning.

Setting details

Unique reference number	EY454096
Local authority	Birmingham
Inspection number	10275562
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 4
Total number of places	25
Number of children on roll	26
Name of registered person	Whipper Snappers Childcare Limited
Registered person unique reference number	RP532010
Telephone number	07810404799
Date of previous inspection	15 December 2022

Information about this early years setting

Whipper Snappers Pre-School registered in 2012 and is in the Bartley Green area of Birmingham. There are eight members of childcare staff. Seven hold appropriate early years qualifications at level 3 and one is an apprentice. The pre-school opens Monday to Friday, from 9am to 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out a joint observation of a group activity with the manager.
- 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 nursery.

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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