

Inspection of Whalley Pre School Playgroup

Station Road, Whalley, CLITHEROE, Lancashire BB7 9RH

Inspection date:

27 February 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Leaders provide an effective curriculum with the highest priority given to promoting children's personal, social and emotional development. All children, including those who have lower starting points than others, make exceptional progress in this area of learning. The environment is calm and children smile as they arrive, making a very confident start to their day. They benefit from a highly effective key-person system. As a result of the very strong bonds formed, children feel safe and staff have an expert understanding of their individual needs and personalities. This supports them to learn well.

Staff teach children to be independent right from the start. Children quickly learn to put on their coat and shoes and to manage their personal hygiene. Staff also promote children's social skills and behaviour exceptionally well. They specifically plan opportunities for children to participate in group activities, such as circle time. Children swiftly learn how to sit with others in a group and to focus. This supports their learning well. For example, children demonstrate good listening and they delight in activities which promote their early understanding of letter sounds. Children's highly independent behaviours and positive attitudes give them an excellent foundation to support other aspects of their learning.

There are strong arrangements in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff consider children's differing backgrounds and experiences when planning and delivering the curriculum. Barriers and gaps in children's learning are identified early and all children receive targeted support when needed. This supports all children to make good overall progress.

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

- Children behave exceptionally well. Staff's highly successful implementation of behaviour management strategies is invaluable in providing targeted support that helps children to gain control of their feelings and deal with frustrations. Children relish the high praise from staff, which helps them to know when they have done well. Children act very responsibly, listen attentively and follow instructions. These behaviours prepare them exceptionally well for school.
- The manager plans the curriculum well. She knows that when children first start, they need most help with their personal and social skills. Children are offered experiences which contribute to their learning of essential skills. These experiences are carefully sequenced so that children can gain knowledge and embed their learning. Staff show that they understand what children need to learn and what they can do to help them.
- Staff place a strong emphasis on helping children to develop a wide vocabulary.

During an activity making dough pizzas, staff use language to describe the size and shape of the toppings. Children then recall words, such as 'slice' and 'roll', when they describe what they are doing. Children love to learn new words and to use them. Their speaking and listening skills are developing well.

- Staff offer a range of opportunities and challenge children to be active and to develop their physical skills. They support children to strengthen the small muscles in their hands. For example, they help children to learn how to grip different writing tools. Children delight in using crayons and pens to draw a rainbow. They are developing the skills needed for later writing.
- Passionate leaders and staff are committed to moving the setting forward and to meeting the needs of children and families who attend. Leaders measure the impact that teaching has on learning, including for children who receive funding. This helps them to identify further areas for improvement, including staff training needs. Training on communication and language is beginning to have a positive effect on how staff interact with children. However, during conversations, staff do not ask children skilful questions. They do not consistently help children to think hard to process information and deepen their understanding.
- Leaders ensure that staff's well-being is prioritised. Staff comment that they 'have never worked anywhere better'. This helps to ensure that the environment is a happy, positive and friendly place for children to learn.
- Parents say that relationships with staff are extremely strong. Tailored support has been particularly successful in helping parents to develop strategies to manage children's behaviour. Parents benefit from regular coffee mornings, where they socialise with other parents and gain advice and guidance. This helps them to better support children's learning at home.
- Assessment arrangements are good. Staff value parents' knowledge of their children and use it successfully to plan each day. They send regular reports to parents and share information about children's learning and progress. Leaders invite parents to have an active role in the organisation of the setting's curriculum. This helps staff to provide activities that are responsive to children's learning needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to focus on helping children think hard in conversations so they can extend and deepen their understanding.

Setting details

Unique reference number	309525
Local authority	Lancashire
Inspection number	10311808
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	25
Number of children on roll	38
Name of registered person	Whalley Pre-School Committee
Registered person unique reference number	RP906827
Telephone number	07877 702 186
Date of previous inspection	11 April 2018

Information about this early years setting

Whalley Pre School Playgroup registered in 1993. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 2 to level 5. The setting opens Monday to Friday, term time only. Sessions are from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to understand how the curriculum is organised.
- The inspector carried out three joint observations with the manager. They assessed the quality of education and the impact of teaching on children's learning.
- Children spoke to the inspector about their learning. Staff spoke to the inspector about their teaching, their role as key person and safeguarding practice.
- Parents spoke to the inspector about children's learning at the setting and the communication and support they receive from staff. Written comments and feedback from parents were also considered by the inspector.
- A leadership meeting with the management team was conducted to discuss the quality of provision and to review relevant documentation, including first-aid certificates and evidence of the suitability of staff working in 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.

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