

Inspection of Whitechapel Preschool Playgroup

Whitechapel Village Hall, Church Lane, Whitechapel, Preston PR3 2EP

Inspection date: 17 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in leadership and management that have impact on how well some requirements are met. This includes how the curriculum is implemented and how staff are supported to improve their practice. The quality of education that children receive is variable. Staff plan small-group time well for younger children. For example, staff ask appropriate questions and introduce language such as 'under' and 'over' to extend their learning. However, staff do not always plan well enough, particularly for older children, to learn how to play with consideration for themselves and others.

That said, staff provide a warm and caring welcome to all children who attend. Staff support children effectively in building their resilience when they encounter difficulties. For example, when children are building with the train track and it comes apart, staff reassure them and guide them on how to find a solution to fix it. Children form secure bonds with their key person that help them to feel safe and secure. Strong relationships form between children. They demonstrate this when younger children help each other to peel their bananas and show they are proud of their achievements.

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

- Some aspects of learning, such as children's physical development, are not planned and implemented as well as other areas. Staff do not consistently help children to develop a secure understanding of how to consider themselves and the welfare of others as they play. For example, as older children traverse up the climbing wall, staff do not consistently help other children to understand the importance of keeping out of the way.
- Priority has been given to supporting staff well-being, meaning that staff morale is high and staff feel supported in their roles. However, leaders do not use staff supervision, training opportunities and monitoring systems effectively. Weaknesses in practice are not identified and actioned swiftly. As a result, not all staff have the best knowledge and understanding of how to implement the curriculum. This has an impact on the progress children make.
- Staff provide opportunities for children to explore and celebrate different cultures. For example, the pre-school helps children to learn about different festivals, such as Diwali. Children are encouraged to try different foods and discuss similarities and differences. However, opportunities to explore beyond their local community are not as well planned by staff. Therefore, children are not always supported to learn about the world around them.
- Staff have high expectations for all children, including those with special educational needs and/or disabilities. They provide clear explanations when children face conflict, and this supports them to understand what is expected of

their behaviour. Furthermore, they implement nursery 'golden rules', and these are followed throughout all rooms. Staff reinforce rules during circle times and remind younger children to be kind to their friends when playing. Staff manage children's behaviour well.

- Staff plan many opportunities to help to promote children's independence and self-help skills. Younger children are encouraged to pour themselves a drink of water and peel their own fruit during snack time. Furthermore, staff encourage children to keep trying to complete trickier tasks, such as fastening their zips. Older children independently put on their outdoor clothes. All children make good progress with their independence skills in preparation for their eventual move to school.
- Managers and staff support children's communication and language skills. They use strategies, such as 'Early Talkers' - Early Help Boost Programme to encourage communication from an early age. Staff confidently read books such as 'The Tiger who Came to Tea'. Staff assess children's progress in communication and language development regularly. They make swift referrals to other professionals if necessary. Children acquire language skills appropriate for their age and stage.
- Parent partnerships are a real strength of the setting. Staff work very hard to provide support for parents. Parents comment that their children are very happy and staff are 'brilliant'. Lots of information is shared with parents about the progress that their children make, and they are supported to continue their children's learning at home.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement a more effective curriculum, particularly in physical development, to ensure children make good progress in their learning	30/11/2024
put in place effective arrangements for supervision of staff to provide coaching and guidance to raise the quality of practice to a consistently good level.	31/10/2024

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

- develop further opportunities for children to learn about the world beyond their local community.

Setting details

Unique reference number	309527
Local authority	Lancashire
Inspection number	10368950
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	24
Name of registered person	Whitechapel Preschool Playgroup Committee
Registered person unique reference number	RP519550
Telephone number	01995 64 1132
Date of previous inspection	27 November 2018

Information about this early years setting

Whitechapel Preschool Playgroup registered in 1983. It operates from the village hall in the village of Whitechapel, Preston. It employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above, including one with early years teacher status. The pre-school opens from 9am to 3.30pm, Monday to Thursday, term time only. The pre-school offers the government funded places for childcare.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector spoke to staff during the inspection and took account of their views.
- The inspector viewed written testimonials from parents and took account of their views.
- The inspector and manager carried out a joint observation.
- The manager provided the inspector with a sample of key documentation, including information on staff suitability, on request.

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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