

# Inspection of Whitechapel Preschool Playgroup

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

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Inspection date: 14 July 2025

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are eager to start their day at this setting and arrive happy and excited. Staff give every child a warm welcome and children settle quickly as they find their friends and start to play. Staff are superb role models and understand children's characters and individual needs well. Interactions between staff and children are nurturing and supportive. Children often invite staff to join in their play. For example, younger children play in a water tray with a toy elephant and giggle as a staff member makes elephant noises. Children demonstrate they are very settled.

The curriculum is carefully considered and activities have a real purpose. Children enjoy mixing jugs of water and fresh mint to make 'mint tea'. Staff encourage children to count the cups and initiate a discussion around capacity to support early mathematical skills. Children enjoy expressing their imagination as they dress up in the garden and pretend they are being chased by a wolf. Children bubble with excitement as they assign each other roles and re-enact familiar stories.

Children's behaviour is good. Staff offer lots of encouragement, which helps children to build high levels of self-esteem and resilience. For example, children relish washing their own cup and plate after eating snack and putting them away in the correct box. They call out to staff, 'I did it' as they recognise and celebrate their own achievements. Children are respectful towards each other, adults and the environment, and they are well prepared for when they make the transition to school.

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

- The curriculum is ambitious and supports children to gain important life skills. Children have been exploring 'conflict resolution'. Staff manufacture scenarios, such as not giving a group of children enough superhero costumes as they play. Children are encouraged to think carefully about how they can share and play nicely. They offer ideas such as using a timer or sharing the costumes. Children are beginning to solve their own problems and consider the needs of others.
- Children with special educational needs and/or disabilities are well supported. Staff regularly observe children as they play and plan activities to close any gaps in learning. They offer a range of different support strategies and work closely with a wide range of professionals. The setting is very inclusive and all children make good progress.
- Support for children's physical development is a key strength of the setting. Children have opportunities to develop their large motor skills through using a climbing wall, riding bikes and digging vegetables in the allotment. They develop fine motor skills through squeezing sponges in water, pegging out washing and using pens to draw. Children are resilient and confident in their physical abilities.

- Overall, communication and language is supported well in the setting. Children are supported through staff providing a commentary, sharing new vocabulary and posing questions to children. However, at times, staff do not allow children to consider the question and formulate a response before moving onto the next question. This does not consistently support children's developing communication.
- Staff are positive role models and promote good behaviour. For example, they give gentle reminders to children to sit on their chair properly and give lots of positive praise. However, during focussed group times, staff are not always consistent in their behaviour expectations. Children lie on their tummies, lean on their friend or sit on their knees. This does not support children with their listening and attention skills as they prepare to leave for school.
- Healthy lifestyles are promoted well. Staff support children to understand about making healthy food choices. For example, they consider healthy food in a packed lunch box and grow fresh vegetables in the garden. Children are able to explain how many children should play in each area, so they do not bump into one another. In addition, they enjoy walks where they learn about road safety. Children are beginning to understand personal safety.
- Partnerships with parents are strong. Staff share regular information with parents about their children's learning and development. Home learning is promoted, and parents are invited into the setting to learn about special days, such as Eid. Parents share that 'children grow in confidence and resilience' and that children are 'completely comfortable and confident with staff'. These partnerships help to provide a consistency of care for children.
- Leadership and management are very good. Leaders support staff through supervisions and staff meetings. Training is targeted. For example, staff have recently attended a therapeutic play course and implemented 'barefoot Wednesday'. This supports children to develop their core strength and balance. Training directly impacts on the provision for children.

## 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:**

- provide enough time for children to listen and formulate a response when a question is asked, to support communication and language
- support staff to consistently implement behaviour expectations, in order to support children's listening and attention skills during group times.

## Setting details

<b>Unique reference number</b>	309527
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10381289
<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>	29
<b>Name of registered person</b>	Whitechapel Preschool Playgroup Committee
<b>Registered person unique reference number</b>	RP519550
<b>Telephone number</b>	01995 64 1132
<b>Date of previous inspection</b>	17 October 2024

## Information about this early years setting

Whitechapel Preschool Playgroup registered in 1983 and operates from the village hall in Whitechapel, Preston. It employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three staff hold a qualification at level 3 and one member of staff is unqualified. 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

Elisia Lee

## Inspection activities

- The manager joined the inspector on a learning walk and spoke to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke with staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector and manager carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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