

Whitley Community Pre-School



Whitley Village Hall, Village Lane, Higher Whitley, Warrington, Cheshire
WA4 4EJ

Inspection date	20 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
Quality of teaching, learning and assessment	Good	2
Personal development, behaviour and welfare	Outstanding	1
Outcomes for children	Good	2

Summary of key findings for parents

This provision is good

- The leadership team has effective systems in place to monitor and evaluate the overall quality of their provision. They seek feedback from staff, children and parents and use this to inform improvements.
- The key-person system is highly effective. Staff know individual children exceptionally well and are highly responsive to their needs. Sensitive arrangements are made to ensure children settle with ease. Staff provide parents and children with information to take home. This helps to support attachments effectively.
- Staff use regular observations to assess each child's level of development. Children's language and communication skills are supported well by staff. They use a range of strategies to promote children's language, speaking and listening skills. Children make very good progress in this area of learning.
- Staff create a safe, warm and nurturing environment. Children have a wide range of resources to select independently indoors and outdoors. They are encouraged to follow their interests and make decisions.
- The monitoring of staff practice is not yet sharply focused on raising the quality of teaching to the highest level.
- At times, staff do not use opportunities that arise to provide older and more-able children with more challenge to extend their good progress even further.

What the setting needs to do to improve further

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

- monitor teaching even more rigorously to identify the professional development needs of individual staff and raise the quality of teaching to the highest level
- make the best use of opportunities that arise to challenge older and more-able children to raise their learning to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the pre-school manager.
- The inspector looked at relevant documentation, including safeguarding policies and procedures, children's development records and evidence of the qualifications and suitability of staff working in the pre-school.
- The inspector took account of the verbal and written views of parents.

Inspector
Suzy Marsh

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding and knowledge of safeguarding and wider child protection issues. They thoroughly understand local safeguarding procedures to follow and know how to keep children safe. The manager and staff maintain a safe environment, ensuring that risks are minimised. Children are supervised well and staff deploy themselves throughout the pre-school to ensure children are kept safe and secure. The experienced manager and staff are well qualified. They have high expectations for all children and are committed to providing good-quality learning experiences. Parents appreciate how staff support their children to settle and feel welcomed. They say they are kept informed about their child's good progress and contribute to children's learning records.

Quality of teaching, learning and assessment is good

Children's literacy skills are developing very well and some children are making significant progress in sounding out letters and practising writing initial letters of their name. Staff provide an exciting learning environment that ignites children's curiosity and eagerness to learn. Outdoors, children enjoy accessing the writing area. Younger children are keen to explore the environment and take part in sensory activities. They experiment with fitting sand inside different containers and explore the mud kitchen. Staff ask young children if they would like to add some water to the sand or soil and then talk about whether the sand or soil is dry or too wet. Children's efforts at communicating are valued by staff and children are confident to express themselves.

Personal development, behaviour and welfare are outstanding

Children are extremely confident and self-assured. They develop close bonds with staff and form positive friendships with other children. Children's behaviour is exemplary. Staff consistently praise children's achievements and promote positive behaviour. Children learn to consider the needs of others and treat one another with respect. For example, children kindly help each other to pull on boots and coats before going outside. Excellent systems are in place to support children's transitions on to school. They have a wealth of opportunities to develop their physical skills, independence and confidence. Outside, children are encouraged to take managed risks and do things for themselves. For example, children enjoy planting activities and understand the importance of growth and decay as they help to water the growing plants. Staff encourage children to make healthy choices and discuss with children how activity is good for the body. During activities, children say, 'my heart is pumping fast' and staff discuss how this makes them feel.

Outcomes for children are good

Children make good progress from their starting points. They display a positive attitude towards new experiences and engage well in self-chosen activities. Children have opportunities to develop their mark-making skills as they paint and use felt pens. Children are competent communicators and enjoy the wide genres of books available to them. They are well prepared for their next stage in learning and eventual move on to school.

Setting details

Unique reference number	EY547875
Local authority	Cheshire West and Chester
Inspection number	10109544
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	14
Name of registered person	Whitley Community Pre-School
Registered person unique reference number	RP547874
Date of previous inspection	Not applicable
Telephone number	07540 138220

Whitley Community Pre-school opened in 1997 and re-registered in 2017 following a change to company status. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term times. Sessions are available from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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