

# Whitechapel Preschool Playgroup



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

## Inspection date

21 April 2015

Previous inspection date

12 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff complete ongoing observations, which help them track children's progress, and identify and narrow any gaps in their learning. This means they are able to provide specific support for children's individual needs.
- Staff have a good understanding about the importance of protecting children from harm. They have all had relevant training to ensure that their knowledge and understanding of the pre-school's safeguarding policy and procedure is up to date.
- The staff team work well together, which means the organisation of the pre-school is good.
- Children have access to a stimulating outdoor environment. This area is well used by staff to support children's all round development.
- The monitoring of the educational programmes and pre-school is very good. Self-evaluation clearly identifies the pre-school's strengths and areas for development, which are well targeted. This demonstrates a positive attitude towards continuous improvement.

### It is not yet outstanding because:

- Staff, on occasions, miss opportunities to extend children's thinking further through skilled questioning.
- Group activities are sometimes too large to promote the youngest children's learning consistently to the maximum potential.

## What the setting needs to do to improve further

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

- further enhance staff's questioning skills to ensure all opportunities to extend children's thinking skills are maximised, enabling children to achieve consistently high standards.
- enhance the organisation of group times to enable staff to focus more effectively on promoting the needs of young children, through smaller, more focused group work.

### Inspection activities

- The inspector viewed all parts of the pre-school used by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities and spoke to the manager, staff and children.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision, and checked and discussed a range other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Jeanette Brookfield

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The well-qualified and experienced staff team are secure in their teaching. They use their knowledge of child development to provide a wide range of activities. For example, they provide various resources so children can act out being a vet. Staff interact fully in children's play. However, they do not always use good questioning skills. As a result, they occasionally miss opportunities to extend children's thinking and learning, and to encourage children to consider alternative ways of doing things. Staff plan a good variety of adult-led activities for children to enjoy in a group. This includes planned activities where children relish making animal-shaped biscuits. However, occasionally, these sessions can be too large, limiting opportunities for more focused group work with the youngest children. Staff support children's mathematical development well. Children increase their awareness of shapes, colours, numbers and size during daily activities. As a result, children effectively develop the key skills they need for the next steps in their learning.

### **The contribution of the early years provision to the well-being of children is good**

Effective arrangements to care for children and support their emotional well-being are in place. New children settle-in quickly as staff stay close by to reassure them. Staff support children extremely well, allowing them time to explore the environment at their own pace. Also, arrangements to help children transfer to new settings, including school, are very well planned. This means that children are emotionally well prepared for their move to school, and their self-confidence is effectively supported. Staff are good role models and sensitively teach children how to play cooperatively, share and take turns. This helps children form strong attachments with peers, and to quickly understand how to behave responsibly. Children are encouraged to be independent in pre-school. For example, they self-register and help themselves to fruit and milk at snack time. Staff talk with them about the health benefits of fresh fruit and vegetables to increase their understanding of healthy lifestyles. Children learn how to keep themselves safe as they hold hands and walk safely together between the pre-school building and the outdoor area.

### **The effectiveness of the leadership and management of the early years provision is good**

The experienced manager ensures that all staff work consistently to support children's safety, learning and well-being. The recruitment and vetting of new staff is comprehensive and their ongoing performance is monitored effectively. Opportunities to observe practice and systems for supervision have been implemented to enhance the provision. All staff attend further training and implement this into their practice to enhance outcomes for all children's learning. The manager oversees children's progress so that any gaps in development are closing quickly. Partnerships with parents, and other settings that children attend, are strong. Parents are encouraged to attend stay and play sessions. This helps them understand how their children learn and develop through play. In addition, it gives parents space and time to discuss their children with staff.

## Setting details

<b>Unique reference number</b>	309527
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	871863
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Whitechapel Preschool Playgroup Committee
<b>Date of previous inspection</b>	12 December 2011
<b>Telephone number</b>	01995 640 1132

Whitechapel Pre-school Playgroup was registered in 1983. It operates from the village hall in the village of Whitechapel, Preston. The pre-school is managed by a committee. It employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The manager holds a degree in early years childcare. The pre-school opens from 9.00am until 3.30pm on Monday, Tuesday and Wednesday and from 9am until 12pm on Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

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