

# Whitechapel Preschool Playgroup

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



<b>Inspection date</b>	27 November 2018
Previous inspection date	21 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	Good	2
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

### The provision is good

- Staff provide an extremely warm and welcoming environment. Children settle very quickly and immediately become engaged in an array of challenging and exciting activities.
- The experienced manager and her staff team have a strong commitment to making continuous improvements. They regularly seek the views of parents and children to help identify areas for development.
- Teaching is effective in helping children develop their emerging language skills. Staff ask thought-provoking questions, use repetition and descriptive language. Children are encouraged to recall previous experiences and their ideas and suggestions are welcomed and listened to by the attentive staff.
- Staff are excellent role models. They are kind, patient and caring. Children are happy, relaxed and show high levels of confidence and self-esteem.
- Partnerships with parents are strong. Children benefit enormously from a shared approach to their care. Parents are extremely complimentary about the preschool and are delighted with the care that staff provide.

### It is not yet outstanding because:

- Although staff are supported through purposeful supervision meetings, the manager has not fully developed ways that staff can learn from each other and share best practice.
- The manager does not yet make the most of her current tracking systems to support children to make even better progress.

## What the setting needs to do to improve further

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

- enhance opportunities for staff to share best practice and learn from each other to increase the potential of delivering the highest quality provision and excellent outcomes for children
- strengthen further the analysis of data gained from cohort tracking and act upon findings to further promote children's learning and development.

### 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 completed a joint observation with the preschool manager.
- The inspector held a meeting with the preschool manager. She looked at relevant documentation, such as the preschool's development plans and evidence of the suitability of staff working in the preschool.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of their responsibility in protecting children from harm. They have a thorough knowledge of referral processes should a concern about children arise. Staff regularly complete training to help to ensure that their knowledge and skills remain up-to-date. Policies and procedures are reviewed regularly and recruitment and vetting arrangements are effective. The manager reviews the quality of the educational programme. She audits the observations and assessments completed by staff to help to ensure that any gaps in children's learning are addressed. The manager recognises, through her own reflective practice, that this process can be developed further to help accelerate children's progress.

### Quality of teaching, learning and assessment is good

The well-qualified staff team complete detailed assessments of children's skills. They effectively use this information to plan challenging activities to promote children's next steps in learning. Teaching in small groups helps to develop children's listening and concentration skills. Children are encouraged to solve problems as they build a train track, testing their ideas and theories as they link pieces together. Young children enjoy exploring the texture of paint while older children explore colour mixing. Children use tools with confidence. They make shapes with playdough and add matchsticks to portray the candles on a cake. In the home corner, children dress dolls. They persevere with the challenging zips and buttons and staff offer an abundance of praise for their efforts. Children follow instructions as they help to tidy away resources, relishing the responsibilities they are given.

### Personal development, behaviour and welfare are outstanding

Children's behaviour throughout the preschool is exemplary. They develop respect for each other, are kind and considerate and form firm friendships. Children display outstanding practices for a safe and healthy lifestyle. For example, they participate in 'move, bend and stretch' sessions and engage in 'mindfulness activities' on a daily basis to energise and focus themselves ready for learning. They follow stringent hygiene procedures and talk about the importance of washing their hands. Children serve themselves at meal times and wash and put away their cups and plates. Furthermore, children have wonderful opportunities to learn about the world around them as they visit their local community, shopping for snack ingredients and participating in swimming lessons. The outdoor area supports children to develop their physical skills exceptionally well. Children work collaboratively to use a hand pump to inflate a boat. They clamber inside and talk enthusiastically about where they are going to go. They re-enact stories as they climb up steps to get away from the troll hiding under the bridge.

### Outcomes for children are good

All children, including those in receipt of additional funding make good progress in their learning. They are developing key skills in readiness for school. Young children recognise their name on arrival. Older children begin to learn about letter sounds and write familiar letters from their names. Children use mathematical language as they play, counting objects and solving simple problems.

## Setting details

<b>Unique reference number</b>	309527
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10059814
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Whitechapel Preschool Playgroup Committee
<b>Registered person unique reference number</b>	RP519550
<b>Date of previous inspection</b>	21 April 2015
<b>Telephone number</b>	01995 640 1132

Whitechapel Preschool Playgroup was registered in 1983. It operates from the village hall in the village of Whitechapel, Preston. The preschool is managed by a committee. 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 preschool opens from 9.00am until 3.30pm on Monday and Thursday and from 8.00am until 5.30pm Tuesday and Wednesday. It provides funded early education for two-, three- and four-year-old children.

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