

Whitewell Bottom Pre-School Group



Community Centre, Whitewell Bottom, Rossendale, Lancashire, BB4 9LB

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| Inspection date | 6 July 2015 |
| Previous inspection date | 22 March 2012 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff provide a well-organised, rich and varied learning environment, which is well equipped with a good range of resources. This is particularly evident in the outside environment where children have numerous opportunities to be active, explore and investigate.
- The key-person system is well established and effective. All children are emotionally secure and are able to develop positive relationships with adults and their friends. This promotes their high levels of confidence and self-esteem.
- The staff team work effectively with parents. They gather good information about children at admission and continue to exchange information so that they can provide for children's individual needs.
- The manager and staff show a secure commitment to driving improvement. They make effective use of partnerships and training opportunities to continually develop their knowledge and skills.

It is not yet outstanding because:

- Staff do not always maximise opportunities to provide the children with further challenges while outdoors.
- Staff do not always give children sufficient time to think for themselves before they intervene and provide solutions or answers.

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What the setting needs to do to improve further

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

- provide planned opportunities to make best use of naturally occurring outdoor play so that children are challenged further
- ensure staff provide the children with more thinking time to find out the answer for themselves before intervening.

Inspection activities

- The inspector observed children and staff during a range of activities in the indoor and outdoor areas.
- The inspector looked at a sample of policies, children's learning records, planning and documentation.
- The inspector carried out a joint observation with the manager and spoke to staff throughout the inspection.
- The inspector checked evidence of suitability and qualifications of the staff, and read the self-evaluation form.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Beverley Devlin

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

The close-knit staff team have an in-depth knowledge of all children's learning needs and interests. Consequently, they successfully plan for the individual next steps in children's learning and help them to make good progress in all areas. This is particularly strong when planning for children with special educational needs and/or disabilities. Children benefit from a range of sensory experiences, both inside and outdoors. They use sand and water on a daily basis, exploring consistencies as they have fun with pouring and scooping. There is a strong focus on outdoor play. Children learn about nature and the world around them as they investigate by making mud pies and cakes, and growing their own flowers for displays. On occasions, planned activities are not thoroughly organised to ensure children do not have some periods of inactivity, such as when mark making with chalks. Staff are less effective in using these good opportunities to encourage children to further their thinking. This is because they provide children with solutions and answers to their problems rather than letting them find out for themselves.

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

The outdoor play area is a real strength of the pre-school. For example, managers and staff provide children with the freedom to use large equipment and experiment using their physical skills. Children delight in watching chicks hatch and explore safely and play well. As a result, children's physical development and well-being are excellent. Staff use positive approaches to promote children's good behaviour, and as a result, children behave well. Children's strong relationships with staff ensure their growing personal independence skills are carefully nurtured. For example, children serve themselves snacks, pour themselves drinks and find their personalised water bottle when they are thirsty. Additionally, children are being prepared for their next stage of learning and move to school. Staff remind children of practices to support their well-being, such as having drinks regularly using the equipment safely.

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

Managers and staff are clear and well informed of their responsibilities for safeguarding children and meeting their learning needs. They have attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. This means child protection is given a high priority. The manager monitors staff's teaching and children's progress extremely closely. For example, ongoing staff training, appraisals, staff meetings and supervisions mean that all staff receive good support, direction and coaching to build on their already good practice. Managers and staff have good partnerships with external agencies and other providers. This makes a positive contribution to meeting children's needs. As a result, they have a secure understanding of children's current abilities and use this to support learning both at home and in the pre-school.

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Setting details

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| Unique reference number | 309529 |
| Local authority | Lancashire |
| Inspection number | 864925 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 25 |
| Number of children on roll | 22 |
| Name of provider | Whitewell Bottom Pre-School Group Committee |
| Date of previous inspection | 22 March 2012 |
| Telephone number | 01706 220805 |

Whitewell Bottom Pre-School Group was registered in 1992. The pre-school opens Monday to Friday during school term times with sessions from 9am until 3pm. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The deputy holds Early Years Professional status. The pre-school provides funded early education for two, three- and four-year-old children.

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