

Inspection of Whitegate Pre-School Nursery

Whitegate Recreation Rooms, Dalefords Lane, Whitegate, Northwich CW8 2BL

Inspection date:

8 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children receive an exceptional education at the setting. They are nurtured to develop into the special and unique individuals that they are. Children are confident. They are completely content in their surroundings due to the excellent relationships they have with staff. Highly positive interactions with staff consistently extend children's learning. Staff have the highest expectations of children and deliver a curriculum that challenges them to do the best they possibly can. Children are happy and safe. They explore outdoors in all weathers. For example, children are wrapped up warm as they safely explore the wonder of the frozen outdoor world. High priority is placed on children's mental well-being. Children take part in yoga sessions which support their physical development and mindfulness. They develop an understanding of the impact physical activity has on their bodies. Staff promote positivity and a sense of calm.

Children's behaviour is excellent. They follow instructions without hesitation. They have lots of opportunities to learn about the wider world. For example, children learn about oral hygiene when a dentist visits the setting. Children receive visits from various animals, including reindeer and alpacas. They also learn about seasons and hibernation as they care for their giant African snail. Children experience awe and wonder in their everyday experiences. They are frequently given opportunities to make their own choices and develop their own preferences. For example, younger children choose if they would like crumpets or toast for snack. Children are delighted as staff join in with their role play games. Staff become immersed in children's play, which means they are perfectly placed to support children's development.

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

- Staff deliver a curriculum that is highly tailored to each individual child. Staff know children extremely well and plan learning to build on what they already know. All children are challenged. They are supported to reach their own individual potential. All children, including those who receive additional funding, make outstanding progress.
- Support for communication and language is outstanding. Staff support younger children by consistently speaking in clear and simple sentences. They use signs and narrate everything that they do. Staff purposefully introduce new vocabulary to children, such as 'ice' and 'frost'. With older children, focus is placed on extending children's vocabulary. Children become articulate and expressive communicators.
- Children with special educational needs and/or disabilities (SEND) receive exceptional support. Staff work closely with children, developing close relationships. Adaptations are made to help children access the curriculum. A

comprehensive package of support and interventions is highly effective. Children with SEND make truly inspiring progress over time.

- Children follow instructions with incredible enthusiasm. For example, when it is time to tidy up, children are eager to join in. They show a strong desire to help one another. Children take complete ownership of the task and do not stop until the room is completely tidy. They show a high level of care and respect for their environment. They develop a community sense of responsibility, showing great pride in their setting.
- Children are encouraged to persevere when they encounter difficulties. For example, children work as a group to transport a large box across the room. They collaborate and problem-solve together, offering words of support to each other. Children demonstrate the encouragement and praise that staff model to them on a daily basis.
- Children are encouraged at all times to develop their independence. For example, younger children are encouraged to take off their own shoes one step at a time. Older children wash their hands without any adult support. They form their own lines and wash and dry their hands skilfully. Familiar routines are firmly embedded, which support children's positive behaviour.
- The highly qualified staff team has an admirable commitment to continually developing their practice. Staff take part in a wide range of training, such as 'neuroscience' and 'implementing best practice'. Following training, staff are now able to identify children's levels of engagement and use this to inform their assessments and future planning. Each staff member takes responsibility for a different area of the curriculum. This means they are able to develop specialist knowledge, which is shared with all staff to ensure that practice continually improves.
- Parents are overwhelmingly positive about the setting. They praise the friendly staff team and the care and compassion that staff show. Parents have regular meetings with their child's key person. This ensures that they are always aware of how their children are developing. Parents are given lots of ideas for what they can do at home with their children to support their learning and development.
- The manager is a highly reflective practitioner who is passionate about her role and dedicated to the community she serves. She focuses on staff well-being, and staff consistently report that they 'could not ask for a better manager'. Staff feel valued and supported to do their job to the best of their ability. The manager supports other settings by sharing high-quality practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff have comprehensive knowledge of safeguarding issues. They confidently explain how to report any concerns that they have. Any concerns are tracked over time to help them to ensure that nothing is ever overlooked. Dietary preferences are managed extremely well. A description of children's requirements, along with their photo, are placed next to children at mealtimes. This means that all staff are

aware of children's needs, which helps them to remain vigilant at all times.

Setting details

Unique reference number	2606473
Local authority	Cheshire West and Chester
Inspection number	10262843
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	28
Name of registered person	Whitegate Pre School Limited
Registered person unique reference number	2606472
Telephone number	01606301624
Date of previous inspection	Not applicable

Information about this early years setting

Whitegate Pre-School Nursery registered in 2020 and is based in Whitegate, Cheshire. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 with qualified teacher status, one at level 6 with early years teacher status, one at level 4 and three at level 3. The setting is open Monday to Friday, term time only. Sessions are from 8.15am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the manager.

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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