

Inspection of White Rabbit Pre School

St. Aidan's Garrison Church, Hipswell Road, CATTERICK GARRISON, North Yorkshire
DL9 3BH

Inspection date: 12 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Staff skilfully use information from parents and their own observations and assessments to plan the experiences they offer to children. Children are highly motivated and very eager to join in with activities. For example, they all sit down for group times. They are taught to take turns, putting their hands up to answer questions. Children discuss the date, including how many children are present and how many were present yesterday. They compare this to how many more children are here today. This is all part of embedding mathematics into everything that staff teach children in the nursery.

Through their experiences, children gain respect for people, families and the local community. Staff arrange to have many visitors to the setting. This teaches children about different jobs, such as the role of a police officer. Children have many walks in the community. They visit the supermarket to shop for ingredients, and go to the library.

Staff help children to understand the nursery's simple rules for behaviour. Staff use a sunflower display, where children progress to the centre when their behaviour is good. They move to the champion poster and receive a small gift. At tidy-up time, staff play music and use a three-minute timer. This prompts children to help put things away. They are eager to help. Children's behaviour is excellent.

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

- The curriculum is fully understood by all staff. They promote children's learning with enthusiasm and authority. Their interactions with children are of a high quality. The manager believes strongly that they are there to support children and their families. Staff know the local area, children and families extremely well. Through this understanding, staff provide superb care for children.
- The manager and special educational needs coordinator (SENCO) make sure that all children receive their full entitlement to early years education. They work closely with professionals, such as speech and language therapists. The SENCO puts detailed plans in place to enhance the opportunities available to children with special educational needs and/or disabilities. Staff have learned how to use simple sign language when communicating with all children. Through this, all children are supported in achieving the very best outcomes.
- Staff support children's communication and language development extremely well. They are very clear in their speech with children. Staff pretend they do not know how things work or what to do next in familiar activities. Children are excited to help, so give them reminders. Staff listen carefully to children. If they have not heard what children say, they respond by saying, 'Sorry my ears are not working.' This prompts children to say it again. Children speak with

increasing confidence and fluency.

- There is a strong focus on developing children's love of books. Staff spend a long time on a focus story so that children learn about the characters. They learn who wrote the story and where the beginning and the end are, and they can retell the story. Staff also provide talking books. This helps children with English as an additional language. Parents can do the recording so that children can listen to them in their home language in the nursery. The nursery also provides a lending library of books. Children can choose to take them home to share with their parents.
- Resources are of an excellent quality. The manager has been successful in getting funding. She has spent this on the garden to make it highly appealing for children, who can explore freely. Children are keen to get outside, even in the rain. They enjoy experimenting with water as they pour it down tubes. They make marks on the blackboard using their small-muscle skills.
- Children's independence skills are very strong. Children demonstrate this when they serve themselves their snack. They choose what they want to eat. They tidy their plates away when they have finished and wash up. Children are confident to put their own playsuits and boots on for the garden. Staff encourage them to try to do the zips, and they help where needed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	503584
Local authority	North Yorkshire
Inspection number	10317046
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	Catterick Garrison Pre-School Group Committee
Registered person unique reference number	RP518722
Telephone number	01748 832961
Date of previous inspection	15 May 2018

Information about this early years setting

White Rabbit Pre School registered in 1992. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday. Sessions are from 7.45am until 4pm, during term time. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Lynne Pope

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed how the curriculum is implemented during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special education needs and/or disabilities.
- The manager carried out joint observation of a group activity with the inspector.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views and the written views left by parents.

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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