

# Leek Westwood Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	218180
<b>Inspection date</b>	12/12/2008
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	Westwood County First School, Westwood Road, Leek, Staffordshire, ST13 8DL
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<b>Telephone number</b>	01538 483004
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Leek Westwood Pre-School opened in 1964. It is managed by a voluntary management committee. The pre-school operates within Westwood First School where it has use of self-contained rooms with toilets and kitchen facilities. There is a fully enclosed area and garden available for outdoor play. The pre-school opens from Monday to Friday during school term-time. Sessions are from 09:00 to 11:30 and 13:00 to 15:30. Children are able to attend for a variety of sessions. There are ramped accesses to the setting.

The pre-school is registered to care for a maximum of 40 children from two years to under five years. There are currently 58 children from two years to four years on roll. Of these, 32 children receive funding for nursery education. The pre-school is able to support children with learning difficulties and/or disabilities and also supports children for whom English is an additional language.

Seven staff work with the children. All of the staff have early years qualifications to NVQ Level 2 or 3. The pre-school is a member of the Pre-School Learning Alliance.

## **Overall effectiveness of the early years provision**

Staff develop very effective links with parents who say they are very pleased with the provision. An excellent range of well-planned and supported activities ensure that all children are included equally. Children enjoy their time at this setting and make excellent progress in a wide range of indoor and outdoor activities. Staff have a very secure knowledge of the setting's strengths and areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure that children's individual developmental profile booklets are kept up to date and embed the new assessment systems.

## **The leadership and management of the early years provision**

The manager provides excellent leadership in promoting excellent staff teamwork. This team has an outstanding awareness of health and safety issues. Children's welfare is at the heart of their work. The care is exemplary and all staff are vigilant in very well-maintained classrooms.

There are outstanding procedures for identifying areas of strength and what areas are in need of improvement. This is evident in the excellent progress made in addressing the recommendations of the previous report. In particular, key workers

keep excellent records. Security is of paramount importance and parents are given detailed information about their children. Excellent links exist with the host primary school. Staff liaise frequently and this helps to ensure a smooth transition to full-time schooling. They also play an important role in developing the children's excellent attitudes towards learning. Staff are excellent role models and behaviour is managed very well with extra care shown to children with learning difficulties and/or disabilities. Children feel very secure because there are excellent partnerships and links with their parents. There are high quality policies, records and procedures in place which has a very positive impact on children's welfare, safety and well-being. Documentation has been regularly reviewed and inset is helping all staff to improve their practice.

## **The quality and standards of the early years provision**

Children enjoy all aspects of their play both indoors and outdoors. They are given excellent opportunities to learn through stimulating practical activities and play opportunities. They enjoy role play such as in the Nativity play and relate very well to each other as they sing Christmas songs such as 'Jingle Bells' and 'Away in a Manager'. There is a very good balance of adult-supported activities and those chosen by the children themselves. Most know how to write their names and enjoy writing letters and posting them. Most can count up to 10 and beyond. Children enjoy talking about visits they have made such as the visit to the farm.

The planning is rigorous and helps children to develop good knowledge and understanding, and very good creative skills. Excellent links are made with themes such as 'Winter' and religious festivals such as Diwali, Christmas and the Chinese New Year, which bring great enrichment to children's learning. There is also excellent involvement of the parents as children learn dances, sing songs and taste food appropriate to the festival. The indoor environment is very positive and vibrant. Bright and colourful artwork and displays help to make the environment purposeful and stimulating. Staff have begun to use rigorous assessment systems to plan the next steps in learning. They also recognise the need to record these consistently and carefully. Staff challenge the children well in their activities and support them well in their learning.

The children respond very well in this safe, well-organised nursery. They are given excellent quality care and support by staff. Children under four happily explore a very well-planned environment to role play, draw patterns and play games on the computer. All children feel very safe and secure because staff work very well as a team to ensure the environment is safe and very welcoming. Children gain confidence through well-established routines such as activity times and snack times. All adults encourage them to be independent and have clear expectations about tidiness. The children share resources very well and learn how to use equipment safely such as the computer. Children develop their independence very well in this setting and are well prepared for the next stage in their learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.