

# Westover Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	143574
<b>Inspection date</b>	21/10/2009
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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*.

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## **Description of the setting**

Westover Pre-School is situated in a local Scout Headquarters in Baffins, Portsmouth. There is easy access to the building. It is organised by a voluntary management committee and the supervisor has responsibility for the day to day running of the setting. Children attend from the surrounding area for a variety of sessions and it is the pre-school's policy to accept children from the age of two years to five years on the Early Years Register.

Currently Westover Pre-School is open for four morning sessions and for five afternoon sessions each week, from 9am to 12pm and 12.30 until 3pm on Monday and Tuesday and until 3.30pm on Wednesday, Thursday and Friday, term-time only. In addition there is a lunch club every day except Wednesdays. There are 34 children on roll and of these 26 are in receipt of nursery education funding. The pre-school is able to support children identified with having special educational needs and children for whom English is an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are offered a good standard of care and education. The experienced staff team provide the children with a wide range of worthwhile activities that support children in making good progress linked to the early learning goals. This is a fully inclusive setting where each child is recognised as an individual and their needs are met. The systems in place and the commitment of the staff ensure that they continually reflect on their practice and make improvements that benefit the children.

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

To further improve the early years provision the registered person should:

- ensure that a record is kept of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review and incident
- ensure that parents are aware of and have the contact number of the regulating authority.

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

There is a strong emphasis on safeguarding; the rigorous vetting and recruitment systems ensure that only adults that are suitable to work with children are appointed. All staff have received child protection and first aid training ensuring that if there were a concern about a child or they had an accident the appropriate procedures would be followed. Staff ensure that the environment within the

building and outdoors is safe and secure. However, not all of the risk assessments reflect the correct written procedures.

All staff contribute to the self-evaluation procedure, they take advice from outside agencies, and senior staff monitor the staff and provision regularly providing an accurate picture of the setting. Changes are made for the benefit of the children; for instance, changes have been made to the children's snack time to allow the children to choose when they wish to have it. Further plans are in place to enhance the outdoor area.

Good use is made of the large hall providing children with two areas to play in, the far end for large resources such as climbing frames, tunnels and other large equipment, the near end of the hall for the other resources. This has been organised into areas to enhance the provision providing children with clear areas to participate in the range of activities. For instance the book and construction areas are carpeted, making it comfortable for when children are sitting on the floor. The craft area has flooring and there are low level tables and chairs for children to, for instance, mark make and use the play dough. The environment is child friendly with photographs of the children participating in activities and displays of their work giving them a sense of belonging. The layout of the room enables all children, whatever their abilities, to access all of the activities.

The pre-school actively promotes children's understanding of differences, and they celebrate a range of festivals; this week for instance is Divali. Children tasted food that is used to celebrate this festival; boys and girls enjoyed dressing up in saris and children confidently knew that it was the festival of light. Pictures and lights are displayed and children could colour in pictures showing characters from the tale.

Children with special educational needs and/or disabilities are supported well; the pre-school engages with other agencies and has sought funding to offer one to one when required to ensure that the children's needs are met. They have good relationships with the local schools which supports the children's transition to mainstream schooling.

Partnership with parents is good. They are fully aware of the records kept on their children and are able to contribute to their child's next steps. Daily discussions take place, more formal meetings are arranged annually and parents are aware they can talk to their child's key person at any time. They receive regular newsletters and they are aware of the policies and procedures in place. However, they are not fully aware of the contact details of the regulatory body. The parents are very positive about the staff and the pre-school, they appreciate the care their children receive and can see the progress their children are making.

## **The quality and standards of the early years provision and outcomes for children**

Children are making good progress linked to the early learning goals. The experienced and well qualified staff team ensure that the range of activities and

experiences the children have are worthwhile and enhance the children's development. All of the staff are fully qualified; they undertake regular training to keep their knowledge and skills up to date. Staff meet regularly to plan interesting activities for the children. They use the knowledge gained from their observations on the children to plan for each child ensuring that every child is offered experiences that enable them to enhance their individual development.

Children arrive happy and excited to see what there is to do today. They know the routine of the day, free play followed by a short circle time where they discuss the date, weather and colours. They freely select from the good range of appropriate resources. The staff deployment supports the children's learning, they sit with the children asking open ended questions supporting their knowledge and skills. They ask, for instance, why and what is going to happen when they play with the car helter-skelter or when using the construction resources. Staff use routine and incidental opportunities to support children's understanding of number and order, for instance counting how many boxes of milk they need and completing number lines. They help children to complete puzzles talking through shape, size and placement.

Children are beginning to learn about print and words, they identify the days of the week and month each day, they enjoy having stories read to them and reading to each other confidently turning the pages retelling their favourite stories. They enjoy looking at and talking about the homemade books which contain photographs of themselves undertaking a range of activities, for instance playing outside, visiting local amenities and practising the evacuation procedure. Each day they have a short structured session which enhances their narrative skills and supports children's confidence in speaking out in groups.

Children enjoy a range of creative activities each day which staff have planned. Children are confident and are supported when they want to change or extend the activity. Today the planned activity of printing, using a range of rollers, was extended to use Wellington boots, hands and cutters to print. Some of the children made hand prints and others used brushes, staff enhanced the children's learning by talking to the children about what happens when you mix colours together. They enjoy using the home corner arranging and cooking for their friend's party.

Children's physical development is enhanced and encouraged throughout all the activities they participate in from using rollers and cutters in the play dough, mark making, joining construction resources together to putting on the dressing up clothes. Children are encouraged to adopt healthy lifestyles, they discuss foods that are good for you, and they become confident in their self-care skills, knowing when to wash their hands and enjoy physical activities indoors and outside accessing fresh air most days.

Children play well together, they share, take turns and cooperate with each other through incidental and routine activities. They have good relationships with each other and the staff. They are confident in talking to the staff and each other. They invite their friends to the party and choose whose birthday it is. Their behaviour is very good and they respond well to the music knowing that it is time to tidy up.

They show their stickers off proudly which they earn by tidying up, being polite or helping to prepare snack.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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