

Westfield Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

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

Westfield Pre-School is a parent committee run setting based in its own building in the grounds of Westfield Comprehensive School in Yeovil, Somerset. The pre-school has been operating for over 25 years and moved to the current site in November 2009. Children have use of a main play room, lobby and toilet facilities. There is an enclosed outdoor play area, which is paved and grassed. The setting has close links with schools on the site where they are based. The pre-school is open Monday to Friday term time only, from 9.00am to 11.45am and from 1.00pm to 3.30pm. A lunch club is also available.

Ofsted have registered the pre-school on the Early Years Register. They are registered to care for a maximum of 24 children aged two to the end of the early years age group. There are currently 44 children on roll. The pre-school is in receipt of Government funding to provide nursery education and currently have 34 funded children on register. The setting supports children with learning difficulties as well as those who speak English as an additional language.

There are 10 members of staff employed including the manager and supervisor who both have a National Vocational Qualification (NVQ) in childcare and education to level three and are both studying for an early years degree. All other members of staff have or are working towards appropriate child care qualifications. The group receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed and valued in this friendly pre-school, where their individuality is recognised and their different family lifestyles are respected. They are eager to play and enjoy the range of purposeful activities provided, which help them make good progress in their learning and development. Staff work well together to promote outcomes for children and this leads to improvements being made, however, systems of evaluation are not always sufficient to identify the strengths and weaknesses in all aspects of the provision to ensure these are regularly reviewed and monitored.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure clear procedures are in place to follow in the event of a child going missing (Safeguarding and promoting children's welfare) 12/02/2010
- ensure the risk assessment systems effectively identify all aspects of the environment that need to be checked on a regular basis and maintain a detailed 12/02/2010

record of these to include when and by whom they have been reviewed (Safeguarding and promoting children's welfare)

- carry out a risk assessment for each type of outing and review it before embarking on each specific trip (Safeguarding and promoting children's welfare)

12/02/2010

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

- develop clear self evaluation systems to ensure that all areas of strengths and weaknesses are identified and actioned to support ongoing improvement of outcomes for children.
- develop systems to share information with parents on their children's developmental starting points to support the initial planning of activities
- develop further staff employment procedures to ensure regular staff appraisal systems are carried out to identify their particular training needs and support their ongoing development
- ensure children have access to fresh drinking water at all times

The effectiveness of leadership and management of the early years provision

Children's well-being is promoted as staff are aware of appropriate child protection procedures to follow any concern arising and have appropriate systems in place to help in monitoring any issues. However, while risk assessments are completed in practice they do not cover all aspects of the provision and are not always sufficiently recorded. For instance, a lost child policy is not available and assessments for any outings undertaken are not carried out to help review and monitor children's safety in each situation. This is a breach of requirements.

Good use is made of available resources to support children's needs. For example, the play area is organised effectively to provide activities covering each area of learning. Children sit safely on sturdy wooden or plastic chairs at low tables and have small steps and toilet seats to encourage their independence skills in personal hygiene routines. The home corner is well stocked with a variety of toy kitchen equipment, play food and utensils. This helps children develop their imagination and supports their spontaneous ideas in play. Improvements are made and the pre-school have recently moved premises within the overall senior school grounds. This has led to plans to develop the larger outdoor area to enable children to have more free flow play opportunities to enhance their learning and promote good health. Parents involvement is encouraged and they receive a progress report every half term to keep them informed about their child's development. This provides opportunities for parents to contribute observations of their child within the home environment. However, although information is sought from parents about their child on admission, this does not relate specifically to their developmental starting points. Further improvements are planned, but although some systems of evaluation are in place, these are not yet fully established to effectively monitor and promote all aspects of children's welfare.

Staff are committed and have completed relevant training to support them in their roles. Overall, suitable recruitment procedures are followed and a clear induction process is in place, although staff appraisal systems have not been completed for some time. Children's specific individual needs are supported very well within the group. Staff liaise regularly with children's parents and other involved professionals, which promotes consistency in children's care. All children are encouraged to use a simple sign language, for instance to sign 'Good morning' in their register circle time. This encourages positive integration and helps children respect the needs of others.

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

Children enter the pre-school eagerly and quickly become involved in a range of purposeful activities. For instance, in the well resourced home corner, where they use the different play food to make their meals and 'cook' this in toy cookers or microwaves. They like to dress up as a princess, a wizard or Santa Claus and play with the small world farm and animals, or the cars and road mat. These opportunities help to encourage their imagination and enable them to act out their experiences. Children have access to a wide range of creative tools and collage materials with which they can develop their creative expression in art and craft. Consequently, they have enjoyable opportunities to help them explore colour and texture and have fun as they push their hands through the 'gloop' mixture or some jelly and as they do some 'spaghetti painting'. They like to mark make and use a variety of stencils to create a picture, or chalk on small easy to hold blackboards. Children join in with a rhyming song about some 'silly soup' and laugh as they talk about the items they put in such as a 'rat or a bat'. They listen to a rhyming story and talk about the 'rockets in their pockets'. As a result, they start to link sounds with letters and become more familiar with different words.

Children are eager to join in with some favourite action songs, such as 'Wheels on the bus' where they make circular actions with their arms to represent the wheels going round and round, or they make the crying sound of the 'babies' on the bus. Planning and observation systems have been reviewed and are used effectively to identify children's next steps in their development and plan activities, which are built on their interests and existing abilities. This provides a variety of meaningful play experiences for children, although some everyday routines, such as snack time are not always used effectively to encourage different skills, for example in helping to prepare the foods offered. Children are starting to count with confidence and some can recognise the written number shapes and names, for instance those with personal significance, such as their age and with pride they say 'I'm four'. They begin to use their fingers to represent numbers and group different objects together.

Children learn about keeping themselves safe as they meet the firemen, police and ambulance workers who visit. They talk about crossing the road and learn that the lollipop lady will help them to do so safely. This helps promote safety issues, although some cleaning materials are not stored securely and fire drills have not

yet been reviewed or completed following the move of premises. Children have opportunities to play outside, for instance as they complete a simple obstacle course or ride on their bikes. They have fun playing in the snow and help a staff member to make a giant snowball. They discover how physical exercise effects their bodies and learn about suitable hygiene routines to follow. For instance, in washing their hands before eating. Healthy snacks are offered of fruit and children's awareness of nutritious foods is encouraged through some cooking activities, such as making healthy sandwiches or wraps or as they listen to a story about 'Handa's surprise'. Children are offered drinks of milk at snack times, but drinking water is not readily accessible during the session. Children learn about other cultures through a variety of activities. They do some Polish paper cutting and help to make a Chinese dragon or do some Chinese dancing. Children make flags and flowers from around the world and try out different foods. They learn about simple technology as they play with magnets and calculators or when they go into the dark house and use torches to make some shadows. Children behave well and sit quietly to listen in circle and story times. They benefit from the clear role models presented by staff, who are consistent and calm in their approach and aim to prevent any issues arising through good supervision and discussion with children. Lots of praise is used, which helps children feel valued and build up good self-esteem.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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