



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 124117

DfES Number: 517096

INSPECTION DETAILS

Inspection Date	15/11/2004
Inspector Name	Theresa Jones

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Westfield Pre School
Setting Address	Westfield Road Hoddesdon Hertfordshire EN11 8RA

REGISTERED PROVIDER DETAILS

Name	The Committee of Westfield Pre-School 1042779
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ORGANISATION DETAILS

Name	Westfield Pre-School
Address	Westfield Road Hoddesdon Hertfordshire EN11 8RA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Westfield Pre-school is run by the Westfield Pre-school committee. It opened in 1984 and operates from a classroom in Westfield School in Hoddesdon.

A maximum of 26 children may attend the group at any one time. The pre-school is open each weekday from 09.00 to 12.00 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 27 children from 2 years 9 months to under 5 years on roll. Of these 13 children receive funding for nursery education. Children come from the local community and surrounding areas of Hoddesdon.

The pre-school currently supports a number of children with special educational needs and is willing to support children who speak English as an additional language.

The pre-school employs eight staff, five of the staff, including the manager hold appropriate early years qualifications and one member of staff is working towards a qualification.

How good is the Day Care?

Westfield Pre-school provides good quality care for children. They are cared for by qualified and experienced staff who enjoy working with children. There is a welcoming environment provided for all children and their families. The sessions are well organised to ensure children can choose from various types of free-play and planned activities. Records, policies and procedures are accessible and confidentiality is maintained. All of the required documentation is in place.

Staff have a good awareness of health and safety procedures. Risk assessments are carried out regularly. Children are developing good hygiene practices and learning why it is important to wash their hands regularly and keep clean.

The snacks provided each day are varied, healthy and nutritious. Fresh drinking

water is available at all times. Staff have a calm and sensitive approach to managing behaviour and use praise and encouragement to develop confidence and self esteem. Children are learning to be polite and considerate to others.

There is a broad range of play opportunities and experiences provided for the children through planned activities and free play which promote children's learning and development. Staff respond to children's individual needs and interests and are deployed effectively to provide additional support to children if required. They spend time talking, listening and playing with the children, encouraging them to think and make choices.

There is a very good partnership established with parents. Information is shared both formally and informally about the children's achievements. Ofsted have received complimentary and very positive feedback from parents both verbally and in the form of the Ofsted questionnaires.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure individual staff records are kept on the premises; risk assessments are carried out; a no smoking policy is in place and that Ofsted contact details are available to parents. These actions have now been met and the leader ensures that staff information is readily accessible at all times and that records include their qualifications and emergency contact numbers. Comprehensive risk assessments are carried out regularly, a no smoking policy is in place and Ofsted contact details are readily available to all parents.

By meeting these actions the pre-school have ensured all required documentation is in place.

What is being done well?

- Staffing is organised so that one to one care can be provided when required. All the children, are made to feel welcome and included. Support is given to ensure children can take part in all the activities. Staff work together with parents and other agencies to give children a high level of care and to help them make progress.
- Appropriate and consistent strategies are used to manage behaviour. The children are learning to share, to be polite and considerate to others. Staff are good role models. They are caring and affectionate and have a calm sensitive approach, which reflects the behaviour policy shared with parents. Staff value children's behaviour and achievements, and give praise and encouragement to promote confidence and self esteem.
- The staff are aware of the importance and value of a good partnership with parents. They welcome parental involvement in the pre-school and provide information for parents on a regular basis. A very real partnership is evident in the group between the staff and parents of the children attending.
- There are effective procedures in place to keep the children safe.

Comprehensive risk assessments are carried out on a regular basis, this includes any outings undertaken.

- Staff interact with the children effectively and provide a well balanced stimulating range of activities which offers sufficient challenge and are appropriate to the interests and individual needs of the children attending.

What needs to be improved?

- the organisation of snack time

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Review the organisation of snack time.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Westfield Pre-school is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have an excellent knowledge of the Foundation Stage which they use to plan a wide variety of meaningful and exciting activities to help children achieve their full potential. They interact effectively with the children and their sound knowledge of how young children learn ensures that every child is able to consolidate and progress in their learning. Staff skilfully plan a wide range of interesting and stimulating play, based on activities which provide an appropriate level of challenge for the children. Children are grouped according to their age and ability. Good use is made of observations and assessment records to identify the next steps in the children's learning. Staff are patient and child-centred in their approach; the children feel secure and comfortable and are able to learn and develop at their own pace. Behaviour is very good. Staff have high expectations of children's behaviour and they respond well.

Leadership and management is very good. The vision of the management to offer high quality care and education, where children are happy and can play safely, is evident in the environment provided. Their enthusiasm for providing children with an effective learning atmosphere ensures that staff share the vision and work well as a team. Staff appraisals take place annually and a development plan is in place. Weekly meetings enable the setting to monitor and evaluate the effectiveness of the provision for nursery education.

The pre-school has a very good partnership with parents. They are provided with good quality information about the setting and the curriculum. Parents attend coffee mornings where they are able to discuss their children's progress. Older children take home books to share and parents come into sessions to help.

What is being done well?

- Staff are friendly, caring and committed to providing a secure learning environment for the children. They have a very good knowledge of the Foundation Stage and all aspects of the curriculum. This enables them to provide well organised sessions and a wide range of stimulating and interesting activities across all areas of learning.
- An effective planning system is in place. It is well thought out and enables children to make very good progress towards the stepping stones and early learning goals. The activities and experiences provided for children are challenging but achievable. Staff are skilful in observing and recording assessments so that plans for children's future learning can build on what they already know and can do.

- Staff provide many opportunities for children to develop their skills in communication, language and literacy. They are introduced to letter sounds and learn how they link to form words. Children practise their writing skills frequently, and emergent writing is encouraged in many ways, including role play activities. Older children are beginning to write recognisable letters of their name. The written word is displayed well around the room. Wall displays are labelled effectively and older children practise their computer skills as they type and print words to identify parts of their bodies for a display about 'Myself Doing', using both upper and lower case letters.
- Children are encouraged to learn and understand about the wider world through the celebration of festivals and they gain an awareness of cultures and beliefs. They create cards to celebrate Divali, taste foods from around the world and enjoy dancing using musical Indian streamers. A visitor to the group demonstrated how African drums are used to send messages and he enabled the children to explore different animal sounds as they played their drums.

What needs to be improved?

- the organisation of art and craft materials

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. There were two key issues for action:

Plan activities in mathematics to develop children's understanding of addition and subtraction.

The pre-school use a number line every morning during group time. Children enjoy singing number rhymes such as 'Five Fireworks Sitting on a Wall' as they calculate how many are left if they take one away. Number activities are carried out in the hall and children enjoy using the computer programmes where they develop their mathematical thinking. A range of activities to extend the children's awareness of calculation are included in the written plans.

Provide more opportunities for children to link sounds and letters of the alphabet and develop their early writing skills.

Letter of the week has been introduced and children are encouraged to sound out the letter. Older and more able children suggest words beginning with the letter. The 4's club take home books to share with parents and are encouraged to write letters and colour a phonic work sheet which is sometimes sent home. Writing materials are available during role play and at the easel or table. During the inspection children were encouraged to write their name on their work and sound out the initial letter.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and motivated to learn. They are confident to try new activities and can concentrate and sit quietly when appropriate. Staff and children form good relationships. Behaviour is very good. Children are praised and encouraged frequently. Children's independence skills are developing well as they are encouraged to tidy up and wash their hands. They are developing an awareness of the local community through visitors to the group and local trips.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language effectively to communicate with one another and with adults. Their vocabulary is extended as they learn new words relating to their topic. Children learn letter sounds and associate these with initial sounds and familiar words. Children are supported in their writing, they are learning to form letters correctly, write their own names and have many opportunities to develop their emergent writing skills such as in role play activities and using the writing easel.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given many opportunities to use numbers and learn the concept of counting as they play and work. Songs and rhymes teach simple calculation as they add one or take one away. They count using the number line to find the appropriate numeral to identify how many children are in the group. Staff provide many opportunities for children to develop their mathematical language as they talk about the shapes of fruit such as a 3d solid shape and about the number of apple seeds.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's scientific skills are developing well. They enjoy looking at skeletons and feeling their bones and exploring bubbles during water play. Children competently use the computer and use a range of materials as they assemble and join box models. They learn about the life cycle of a butterfly as they watch a caterpillar grow and change. Children collect items for their Autumn interest table and enjoy playing various African drums. They create cards to celebrate Divali.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities everyday to develop their physical skills using a range of small and large equipment. They balance, jump and land appropriately as they use the activity trail and travel around over and through obstacle courses. They develop a sense of space as they ride wheeled toys and feel their heart beat faster when they are active. Children develop fine motor skills as they use puzzles, tools for dough, mark making and tools to spread during cooking activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a wide range of art and craft materials to create effective wall displays. Through guided activities they enjoy hand and bubble printing and creating angels. They move parts of their body as they practise their Christmas play and dance to the snowman song; and match sound patterns to music as snowflakes fall on them. Children's imaginative skills are progressing soundly, they use props to support their play and they enjoy acting out the story of 'The Three Little Pigs'.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but a point for consideration should be given to the following:
- review the organisation of art and craft materials so that children can express their ideas independently.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.