



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109098

DfES Number: 522432

### INSPECTION DETAILS

Inspection Date 18/05/2004  
Inspector Name Doreen Forsyth

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Westlea Pre-School  
Setting Address Langstone Way  
Swindon  
Wiltshire  
SN5 7BT

### REGISTERED PROVIDER DETAILS

Name Westlea Pre-School 1026098

### ORGANISATION DETAILS

Name Westlea Pre-School  
Address George and Ann Tweed Room, Westlea School  
Langstone Way, Westlea  
Swindon  
Wiltshire  
SN5 7BT

## 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

Westlea Pre-School opened in 1982. It operates from a local authority community room in the grounds of Westlea Primary School, West Swindon in Wiltshire. The pre-school serves mainly the local large private housing estates.

There are currently sixty children aged from two to four years on roll. This includes 31 funded three-year-olds and 22 funded four-year-olds. Children attend for a variety of sessions. The pre-school currently supports children with special needs and those who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 9.05 until 11.45 in the morning, and from 12.30 until 15.00 each afternoon.

Five full and part-time staff work with the children. Two of these have early years NVQ level three qualifications, a third has a City and Guilds childcare qualification. One other member of staff is currently working towards an NVQ qualification. The setting is a registered charity and is a member of the Pre-school Learning Alliance. They receive support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Westlea Pre-school provides good care for children. The experienced staff provide well-organised and efficient care. All required policies, procedures and documents that ensure the smooth running of the setting are in place. The room used is bright, warm and appropriately maintained. Displays of children's work, posters and notice boards make the setting welcoming. The setting is very well resourced, but at present there is not a comfortable area for children to look at books, the outside play area is not always fully used, and children cannot easily select their own toys and activities.

Staff are very vigilant about ensuring children's safety. They carry out regular risk assessments and make sure the premises are kept secure. Staff promote the children's good health, for example they have a sun awareness policy. Most staff

have appropriate first aid training. Children are provided with regular drinks and staff record if children have any special dietary requirements. Staff know the children well and meet their individual needs. The provision for children with special needs is excellent. Some staff have attended recent child protection training, they are confident in the procedures to follow if they have any child protection concerns.

Children are learning through a wide range of interesting activities which are usually linked to a topic. The children's progress is regularly recorded. These observations are used to plan for children next steps in their learning. The monitoring of progress is used for all children including those with special needs or that have English as an additional language. Staff use appropriate and consistent methods to manage children's behaviour. The pre-school behaviour policy is shared with parents.

Parents are welcomed into the setting. They form a very supportive management committee and regularly help in the daily sessions. They receive regular newsletters and exchange information informally with staff each day.

#### **What has improved since the last inspection?**

The setting has met both of the actions from the last inspection. The pre-school has appropriate means in place to record any medications that are administered to children and parents permission to do so, which ensures children's safety.

#### **What is being done well?**

- Staff are very vigilant about keeping children safe. They carry out risk assessments regularly, they ensure the pre-school is secure, and have very good procedures in place to make sure children are safe when they arrive and are collected.
- The provision for children with special needs or who have English as an additional language is very good. The Special Needs Co-ordinator plans activities for the children to ensure they make progress and their individual needs are met.
- The setting ensures that all the policies, procedures and documentation needed to make sure the pre-school is efficiently organised are well-kept and are up to date. The committee regularly reviews all pre-school policies. Documentation and records are securely stored.
- Staff are very calm and consistent when dealing with behaviour difficulties. They encourage and value appropriate behaviour and use praise and rewards, such as stickers.

#### **What needs to be improved?**

- the children's opportunities to use the outside play areas
- the provision of a comfortable area for children to read books
- the children's opportunities to select their own resources.

**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
4	Provide children with a comfortable area to use when reading books, and ensure the outside area is fully utilised.
5	Provide children with more opportunities to select their own resources and activities.

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

### How effective is the nursery education?

Westlea Pre-School provides generally good nursery education. Children are making very good progress towards the early learning goals, except in their knowledge and understanding of the world where progress is generally good.

The quality of teaching is generally good. Staff plan a good range of interesting topics that capture the children's imagination and encourage them to learn in all areas of the curriculum. Staff use a very good scheme to observe and assess children's progress, including children with special needs or that have English as an additional language; this is linked well to the early learning goals. However, the planning currently used does not show what the staff plan children will learn, or how activities can be extended for more able and older children.

The staff are skilled at dealing with behaviour difficulties, they know the children very well and offer them individual attention, praise and encouragement. Children who need extra help because of special needs are provided with one to one care if appropriate. The pre-school is well resourced both indoors and outside. Most staff have a good understanding of the early learning goals, newer staff attend training to develop their knowledge.

The leadership and management of the setting is very good. The staff form an effective team and are very well supported by the pre-school committee. They value and encourage staff training and use appraisals to help monitor staff development. The pre-school has recently taken part in an accreditation scheme to monitor and evaluate the provision's strengths and weaknesses. There is also a comments book for parents which is used to evaluate the provision offered.

The partnership with parents is generally good. They are able to be involved in the children's learning and are given good information about the pre-school and their children's progress and achievements. The opportunities for parents to share what they know about their child are limited.

### What is being done well?

- The provision for children with special educational needs is very good. The special needs co-ordinator provides an individual plan for each child, which is shared with parents, ensuring they can progress appropriately and that their progress is well monitored.
- Children are learning through interesting and stimulating topics. For example, they are enjoying a topic about their favourite stories and have recorded their favourite stories in their own writing. They enjoyed dressing up as 'Little Red Riding Hood' and are looking forward to attending 'Cinderella's' ball.
- Staff are assessing and recording children's progress very well. They use a

scheme that is based on the early learning goals and also keep examples of children's work which are dated and have suitable comments.

- The children's progress in the area of communication, language and literacy is very good. They are learning to link sounds to letters appropriately. They enjoy well told stories and are learning to write for a variety of purposes.

#### **What needs to be improved?**

- opportunities for children to use information and communication technology
- parents opportunities to share what they know about their children
- the weekly planning to show what the children will learn and extension for more able and older children
- some staff's knowledge of the early learning goals.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection, when the setting was asked to ensure balanced coverage of each area of learning in reports when assessments and reporting are reviewed. The setting has adopted a very good scheme for assessments and observing the children's progress. This is based on the early learning goals and covers all areas of learning appropriately.

The staff were also asked to enhance the programme for mathematics by ensuring recognising numbers to ten is sufficiently re-enforced. Children are learning well about numbers to ten in their everyday play and routines. For example, the children help count the number of children present each session and use many different number rhymes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen to learn and enjoy the activities presented by the staff. They sit and listen well and are happy to contribute to group discussions at circle times. They are very proud and excited when its their turn to take the tiger home for tea. The staff help them to behave well. Children understand the rules and routines of the pre-school, and most are able to take turns and share. They are learning to understand that others have different feelings and views that should be respected.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident speakers and are able to express their ideas and feelings well. They enjoy explaining to the others about the items that have brought in connected to the sound topic. The sounds table encouraged children to link sounds to letters well. Children write for different purposes in their play. They made very good invitations to invite the tiger home for tea. They can recognise and write their names and other recognisable letters and words. They enjoy listening to stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

In their daily activities children are encouraged to use numbers and count. They count the children present and are able to add on one more if a child arrives late. They counted the number of caterpillars in the bug jar and confidently said if both jars contained five then there are ten caterpillars. They use good resources to learn about shapes, sizes and position. When they build with wooden bricks they work out the sizes of enclosures they need to house the different zoo animals very well.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children celebrate different festivals such as Eid, Christmas and Diwali, enhanced by input from parents. They have good opportunities to explore and investigate the world around them for example they are watching caterpillars grow and they help look after the plants in the garden. They talk to the staff about their lives and families and learn more about their community from visitors to the setting. Children have limited opportunities to use information technology to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use the climbing frame and wheeled toys in the outside play area with confidence, co-ordination and control, helping them to show an awareness of space. They use large equipment such as hoops, balls and bean bags well, they are skilled at scoring baskets through the basketball net. They are able to control tools that encourage their small muscle control such as hammers, nails and scissors. They also enjoy a good range of malleable materials including clay and play dough.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore different materials in two and three dimensions when painting, making collage or junk modelling. When making a collage of clothes for Cinderella they use shiny materials, sequins and other interesting textures. They are able to sing songs from memory and have opportunities to match sound patterns to music when they use the musical instruments. There are good opportunities for children to role play and use their imaginations, including using the extensive dressing up resources.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- provide children with more access to the computer and other programmable resources
- allow parents planned opportunities to share what they know about their children
- review the planning used to ensure it shows what children should learn and how activities can be extended for the older and more able children.

*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.*