

Westlea Pre-School

Inspection report for early years provision

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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

Westlea Pre-School opened in 1982 and is registered on the Early Years Register. It operates from a community room in the grounds of Westlea Primary School, West Swindon in Wiltshire. The pre-school serves mainly the local large private housing estates. The pre-school is registered to care for 26 children aged from two years to the end of the early years age range. There are currently 50 children aged from three to four years on roll. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It currently supports children with learning difficulties and/or disabilities and those who speak English as an additional language. It is open five days a week during school term times. Sessions on Monday and Thursday run from 8.50am until 11.50 am, and 12.25pm until 3.25pm. On Tuesday, Wednesday and Friday sessions run from 9 am until 12noon and 12.15pm until 3.15pm, or 9am until 3.15 pm. Children attend for a variety of sessions. There are four full-time and two part-time staff who work with the children; one holds a degree in Early Childhood Studies and four have early years qualifications at level 3. The setting is a member of the Pre-school Learning Alliance and receives support from the local Sure Start Partnership, local authority and has strong links with the host school and other providers of early years care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good pre-school with many outstanding features. Children are happy, safe and have an interesting and enjoyable time. The pre-school is fully inclusive and celebrates diversity. Everyone works tirelessly to constantly improve what is offered to children so their needs are met. Overall, children make good progress in their learning and development. Parents are fully involved in their child's development and in the life of the pre-school through the effective committee.

What steps need to be taken to improve provision further?

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

- develop further children's early writing and creative skills by, for example, making notices, label and posters for the outside learning area
- challenge further the more able children, through planning activities that extend their development.

The effectiveness of leadership and management of the early years provision

Staff and the committee take safeguarding most seriously. There is a clear awareness of safeguarding issues and the procedures to follow if they have any

concerns about any child in their care. Policies and procedures are shared with the parents and visitors. Suitability checks are followed to ensure that staff are qualified and appropriate to work with children. Risk assessments are rigorous and are carried out daily because the pre-school is not the sole user of the premises. Staff know well how children develop and learn. They use their knowledge to give children a stimulating session and make learning exciting. The committee, staff and parents work really well together to maintain the family ethos and strive to make the pre-school better. The supervisor, echoed by the chair of the committee said 'We do all we possibly can to make this the best pre-school possible.' Parents and children contribute their thoughts, ideas and suggestions, knowing their comments are valued. The outside area is the latest project for improvement identified by parents and staff in their evaluation. It is too small and requires attention. The hard-working committee raised a large sum of money to expand the area and work is to start soon, ready for use in September. The well-resourced building provides a safe and busy area for the children's care and play. The present garden is small and lacks notices and labels drawing children's attention to the world around them. There is a good adult to child ratio to try and ensure every child's need and interests are met, however complex. Staff are consistently well deployed to support all children but they occasionally miss opportunities to challenge the more able children. For example, when staff talked to children about keeping safe in the outside area, one child talked about the toys being rusty and knew that this was caused by the rain but it was taken no further. This is a fully inclusive setting where children and adults are fully respected and differences celebrated and shared. The key worker system is effectively used to aid and develop children who have complex difficulties and disabilities and for those whom English is not their home language. Staff really work well and go that extra mile so they are fully included in all activities and make progress however small. Parents contribute to their child's learning by being included in writing children's learning journeys and commenting in the diaries. These journeys are exceptionally well written by the staff who take a great deal of time over their observation and assessments of learning and achievement. The pre-school and the host school work very well together to ensure children have a smooth transition. There is a programme of visits and activities, plus children regularly visit the school for PE. The setting has support from many education and medical professionals in their work and know exactly who to contact if necessary.

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

Every family is well known to all the staff. Parents and children make good use of the key worker system from the moment of arrival. The setting is welcoming and there is a cosy feeling about the building that gives children a secure sense of belonging. Children and staff share a warm and caring relationship with each other that is full of trust. Relevant information is gathered about the children from parents and other sources to ensure their needs and interests are met from day one. Children are eager and confident to start each session. They cannot wait to share information and their diaries with the staff and other children. They enjoy looking through their learning journeys, commenting on the photographs and

pieces of work produced. This prompted a request to make papier mache models once again as it was such great fun the first time. The pre-school children know what to do in the fire drills and love hearing the story of Sam The Fireman. They help staff to check the outside area and learn to take care of the staging in the host school as one reported 'we could fall off'. They learn to be safe by copying the good adult role models. They have access to a drink throughout the session and know how important it is to drink water when they feel thirsty. They know hand washing is very important and correctly wash the backs of their hand and in between each finger. They enjoy the breakfast bar and try a selection of food from around the world but always return to their favourite bread and spread. Children enjoy physical activities and have one session a week in the school hall because the pre-school outside area is so confined. The planned daily programme arises from assessment of children's progress and notes made of their interests. The good progress children make is tracked, checked and next steps are carefully and individually planned for. Staff constantly talk to each other about what children like and do. Children enjoy the adult- led activities, they get excited and noisy on occasions because they are so anxious to get underway. They have an equal amount of time to decide for themselves what activities to explore and the outside is the favourite. One decides to change the role play hut into an ice cream kiosk. They become engrossed in making ice cream cones to sell and make notices for the kiosk. 'Vanilla is my favourite' reported one. They water their tomato, cucumber and bean plants and take every opportunity to make their mark in the digging area. Children learn letters and sounds for reading and pour over books telling themselves the stories. They learn to count and add up in meaningful ways and to take note of the world around them. They are gaining suitable future skills through their play. Behaviour is good and they have positive attitudes to learning and a desire to find out more.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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