

Westleaze Pre-School

Inspection report for early years provision

Unique reference number EY332074
Inspection date 17/10/2011
Inspector Phillipa Wallis

Setting address Northleaze Primary School, Brook Close, Long Ashton,
Bristol, Avon, BS41 9NG
Telephone number 01275 395533
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Type of setting Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Westleaze Pre-School opened in 1992. It reregistered in new premises in 2006. It operates from Northleaze Primary School in Long Ashton, in North Somerset. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 21 children in the early years age range may attend the pre-school any one time, none of whom can be aged under two years old. The pre-school is open each weekday from 9.00am to 3.00pm, during school term time. The pre-school has use of a pre school room and adjoining enclosed outside play area, library, ICT room, sports hall and outdoor facilities. There are currently 39 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for children aged three and four years. Children come from the local area and most go on to attend Northleaze primary school. The pre-school employs five members of staff to work with the children; four hold appropriate early years qualifications. Two members of staff hold Qualified Teacher Status and one member of staff holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's knowledge and awareness of children's individual needs enables them to support each child's welfare and development well and as a result children make good progress. Staff provide a highly stimulating, welcoming environment for children with a wide range of resources and activities. Children play well together and develop skills across all areas of development. Partnerships with parents are established quickly to exchange information which enhances the quality of children's care and education. There is good leadership from the manager for the staff team, who demonstrate an enthusiastic, positive attitude and work together with a common sense of purpose to provide an effective balance of child and staff initiated learning experiences. There is good partnership working with other professionals, particularly the school where the preschool is based, enabling access to the exceptional facilities to enhance the quality of care the children receive.

What steps need to be taken to improve provision further?

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

- further develop the planning cycle to clearly plan and demonstrate what children need to learn next, to progress through the Early Years Foundation Stage
- Further develop self-evaluation process to continue to provide good quality care and learning for children.

The effectiveness of leadership and management of the early years provision

Appropriate documentation, records, policies and procedures are in place. Good implementation of them helps to keep children safe and well cared for. Risk assessments and daily checking procedures ensure that hazards are identified and minimised to keep children safe. Staff have a good understanding and knowledge of procedures to follow if they have concerns regarding a child being at risk of harm. Highly qualified staff attend relevant training and link with local services to ensure they are informed of current developments.

The staff team work well together to create a warm, welcoming environment that offers stimulating activities that interest children, both indoors and outside. High staff ratios are maintained to provide good support to children as and when they need it. The staff encourage children to make choices regarding activities they choose to engage in and appropriately support children to learn through play. There are stimulating interactions between staff and children that support children developing their skills across all areas of the curriculum. This all helps to meet children's individual requirements well.

Observations and assessment procedures have recently been changed to enable staff to gather information and offer a wide range of activities and resources which are regularly rotated, to engage and sustain children's interests well and track their learning progress. An outside play area is freely accessible to children with good shade and cover to enable access in all weather conditions. Parents are encouraged to provide appropriate clothing to enable children to access all the outside areas throughout the year and 'pre-school shoes' are kept ready for children on arrival.

The pre-school has access to excellent school resources including a large hall and further outside play areas which are well equipped with stimulating resources. The good working arrangements with the school, which many children attend after leaving pre-school, promotes children's well-being as they are able to make a smooth transition to school.

There is partnership with parents who are kept informed about their children's achievements, welfare and aspects of their learning. Parents are offered opportunities to review their children's progress and meet with their child's key person to discuss welfare and learning, to share information when they first start and on a regular basis. There are opportunities to talk to all staff in unplanned discussions confidentially.

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

Children are very happy, secure and supervised well at all times whilst being able to play independently and safely. They have a very well organised, welcoming and

interesting environment in which to play, with easy access to the outside play area. Children are keen to learn and have a good rapport with others and with members of staff. The staff are very well deployed to support children as they play independently and high staff ratios are maintained. Each child has a key person who supports them well in settling in. This special staff member keeps observations on development and shares children's progress with parents to enable them to support their child's learning at home.

The children are able to freely choose which activities they wish to participate in and to also make their own choice of resources to support their individual interests. They use the indoor and outdoor environment very well to explore resources and enhance their knowledge. All children join in with circle time, group song time and morning registration.

Children behave very well and are aware of expectations at the pre-school where positive behaviour is recognised and praised. Staff effectively promote and support children's development, learning, independence and confidence. Records of children's progress are reviewed so staff monitor their practice and plan activities in response to children's current interests.

Children enjoy an engaging and effective learning environment, staff work very well together to provide positive, quality interactions with the children and each other. Planned and spontaneous play opportunities are used effectively by staff to promote children's numeracy skills.

Children understand good hygiene, washing their hands before handling food at snack time. At snack time, a variety of fresh fruit is available for children and staff help children learn about what constitutes a healthy diet and lifestyle. Well developed hygiene routines are evident to keep children safe and healthy.

Children's physical development is encouraged as they have free access to a well equipped outside area providing different play activities. The outside area adjoining the pre-school room provides a good area for children to ride trikes, play with dolls prams, balance on wooden border and stepping stones in raised border. A playhouse with soft seating enables children to sit comfortably. The area is covered so children are able to access the area in all weather conditions. Children also benefit from accessing the school environment, further rooms and additional outside areas with stimulating resources.

Children develop useful skills for the future through access to information and communication technology equipment. Children's own self-esteem and sense of value is promoted as staff support children to share their recent achievements and all children join in praising achievements of others. Children are starting to learn the routines of school life through access to the school environment, observing other children in school setting and are able to eat with other school children when eating school cooked dinners.

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	2

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	2
The effectiveness with which the setting deploys resources	1
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

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met