

# Weston Point Pre-School

Inspection report for early years provision

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**Unique reference number** 303494  
**Inspection date** 15/11/2011  
**Inspector** Heather Morgan

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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

Weston Point Pre-School was registered in 1992. It is run by a voluntary committee and is based in Weston Point Primary School in Runcorn, Cheshire. Children use two rooms in the pre-school unit for their care, learning and play. There is a secure, fully enclosed area for outdoor play. Children share access to the school hall and infant playground.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 26 children aged between two and under eight years, at any one time. It is open each weekday during school term times from 8am to 3pm. There are currently 33 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Five members of staff work with the children, four of whom hold appropriate qualifications at Level 2 or above. The manager holds a degree in Integrated Practice.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the staff team work well together to meet the needs of all children and to support their learning and development. Children's behaviour is exemplary and they clearly enjoy being part of the pre-school community. Staff give the highest priority to keeping children safe and secure. They regularly reflect on their practice and are committed to finding ways to continually improve the service they provide. Overall, there are secure partnerships in place with parents and other providers. Staff engage very effectively with other professionals to promote the welfare, learning and development of all children, particularly those who need additional support.

## What steps need to be taken to improve provision further?

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

- challenge and extend children's learning further, through effective questioning and encouraging them to work things out for themselves
- develop further the systems in place to obtain a regular two-way flow of information with parents and other early years providers to promote consistency with children's learning and progression.

## **The effectiveness of leadership and management of the early years provision**

Staff are very clear about their responsibility to keep children safe and secure. They attend training to keep their knowledge up to date so that they can respond appropriately in the event of any concerns. Extremely clear policies and procedures are in place to support them in this. Robust recruitment and vetting procedures are implemented very effectively to assess the suitability of members of staff, who undergo a comprehensive induction procedure to familiarise themselves with the pre-school's policies. An appointed health and safety officer regularly assesses potential hazards and uses this information to create daily checklists that help staff maintain a safe and secure environment. The staff work very closely with other agencies and with families to promote the welfare of all children, particularly those who are vulnerable.

Staff regularly meet together and monitor each other at work. They reflect on their practice and value the views of others, to help them identify ways to continually improve the way they support children and promote their progress. They enthusiastically access a range of training opportunities and enjoy trying out new ideas, such as raising children's awareness of the wider community by participating in a Christmas shoe box appeal.

Overall, staff support children well in making progress in their learning and development by providing a wide range of resources and activities both indoors and outdoors. Children enthusiastically engage in these activities and are supported by staff who are interested in all the children do and say. They interact sensitively with the children, but do not always fully challenge and extend their thinking by encouraging them to question why things happen and how they work. Staff pay close attention to the children's interests and take steps to promote different learning styles. For example, they extend boys' interest in mark-making by providing additional resources when they notice them drawing around the feet of their dinosaur models.

Staff have good relationships with the parents and the host school. Parents feel welcome at the pre-school, regularly look at their children's assessment folders and comment on the good progress their children make. However, they do not all regularly share information about their children's learning at home to further promote continuity in their development and progress. Staff work very effectively with other agencies to provide good support for children with additional needs, such as those needing extra help in developing their speech and language skills. Staff are also seeking ways to strengthen the communication between themselves and other early years providers when children attend more than one pre-school or nursery.

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

Children have a very good understanding of how to keep themselves safe. They work together to develop rules about how to behave and learn how to assess risks for themselves, particularly when playing outdoors. For example, they point out sharp branches and nettles that sting and remind others to tread carefully where mud or fallen leaves might be slippery. Indoors, they carefully pick resources up from the floor and tidy them away so that others do not trip or fall over them.

Children's behaviour is exceptional. Even very young children quickly learn to share resources and take turns. Staff are always on hand to provide support in negotiating turn taking and to role model good behaviour. Consequently children play well together and learn to respect the needs and feelings of others. They enjoy learning about difference and cultural diversity as they explore a range of festivals and traditions or taste celebratory foods prepared by parents. Good links are made between home and nursery as children take turns to take 'Billy Bear' home with them. They enjoy looking at photographs and hearing what he has been doing when he stays with different families.

Children have a good understanding of personal hygiene routines and know they need to wash their hands before eating or when returning from outdoor play. They enjoy regular healthy snacks and parents comment that their children make healthier choices at home because of what they learn at pre-school. Children particularly enjoy their regular outdoor play sessions. They develop excellent balancing and climbing skills on the equipment in the school play area and love to run through the wooded area and roll hoops up and down the hills. They talk excitedly about how they use a parachute to bounce balls up and down. They wear special clothing such as 'puddle suits' or high visibility vests to enable them to play outdoors in all weathers, throughout the year. Children also enjoy exercising to music in the school hall.

Children engage enthusiastically with the activities on offer. They confidently initiate their own play, such as constructing complex structures using large blocks, using role play to explore new experiences or playing hide and seek in the woods. They are equally keen to participate in activities that staff plan for them, such as mixing paints to create different colours, or listening to stories and looking at books. Staff observe them as they play to find out what interests them, and use this information to offer new activities and experiences that extend their learning. For example, when children show an interest in pirates, staff provide large sheets of paper and mark-making resources, and encourage them to use the computer to create treasure maps. Children benefit from the sensitive interaction of the staff, they enjoy talking with them about previous activities they have enjoyed, or helping them count objects they find in the woods. They often answer questions about the colours and shapes of the resources they are using, but are not always challenged to begin solving problems for themselves.

Children develop a good awareness of letters and the sounds they make and enjoy listening to and identifying the noises around them. They begin to experiment with

mark making and know that print carries meaning. Children particularly enjoy exploring the outdoor environment, noticing the signs of the changing seasons and looking for creatures in the woods. Children are confident and proud of their achievements. Their keen interest in what is around them and positive approach to learning provides a firm foundation for their future progress and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
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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## **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