

Westfield Pre School

Inspection report for early years provision

Unique reference number	124117
Inspection date	16/01/2012
Inspector	Fiona Robinson

Setting address	Westfield Road, Hoddesdon, Hertfordshire, EN11 8RA
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Telephone number	01992 410310
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Email	
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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*.

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Description of the setting

Westfield Pre-School was registered in 1984 and is run by the Westfield Pre-School committee. It operates from a classroom in Westfield Primary School, in Hoddesdon in Hertfordshire. All children share access to a secure, enclosed, outdoor play area and have the use of the school hall, large playground, activity trail and outdoor area. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The pre-school may care for no more than 26 children from two years to under five years of age and of these, none may be under two years at any one time. Currently there are 45 children on roll, all of whom are in the early years age group. Of these, 38 receive funding. It is open during term time and runs from 9am to 12 noon Monday to Friday, and holds afternoon sessions between 12 noon to 3pm on Mondays, Wednesdays and Thursdays. Children come from Hoddesdon and the surrounding area and attend for a variety of the sessions on offer.

There are nine members of staff who work with the children. Of these, seven hold National Vocational Qualifications (NVQs) at level 3, and of these one holds an Early Years Foundation degree and another holds a BTEC in Early Childhood Studies. Two members of staff hold NVQs at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children respond well to the care and support they are given and achieve well because activities are interesting and well organised. There are excellent links with parents, the host school and outside agencies, and information is shared very effectively. Children are keen and enthusiastic to participate in indoor and outdoor play because they feel highly valued and fully included in activities. The manager and staff have a clear knowledge of the pre-school's strengths and areas for development. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop the range and use of information and communication technology resources to further support children's learning and development
- develop children's problem solving and investigatory skills in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Children's safety is protected exceptionally well because staff have an excellent awareness of safeguarding and child protection procedures. Risk assessments are carried out daily to ensure that the environment is kept safe and children play with a good range of well-maintained resources. Staff have an excellent awareness of safeguarding and child protection procedures. Collection procedures are rigorous and followed very carefully by staff and parents. There are robust recruitment and vetting procedures to ensure that adults working with or having contact with the children are highly suitable. Staff practise fire drills regularly with the children so that they are familiar with the procedures for evacuating the building.

The pre-school is led and managed well. The manager and staff meet regularly as a team to discuss the planning of activities, assessments and areas for improvement. There are good self-evaluation processes in place which ensure that the views of parents and children are valued and acted on. There is excellent involvement of children in daily routines and play. Staff promote equality and diversity to an exemplary level. They provide excellent support for children with special educational needs and/or disabilities, and those who speak English as an additional language, so they achieve well. Children have an excellent understanding of diversity as staff teach them to value other lifestyles and cultures in a variety of different countries, such as Poland and China. Staff make effective use of a good range of resources to meet most of the children's needs. However, resources such as the digital camera and other technology are more limited, which affects the development of children's skills to record and share their experiences with one another. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff have increased the range of activities available to provide more choice for children. Activities are regularly monitored to support the pre-school's good self-evaluation process. Staff attend training opportunities to enhance their expertise and to support the pre-school's further developments.

Partnerships with parents and carers are outstanding. They consider that staff are very approachable and caring and that the children enjoy a range of interesting activities. They receive information through comprehensive newsletters, the parents' notice board and informal discussion. Key staff regularly share the children's learning journeys with parents and hold termly meetings for them so they become familiar with the children's progress over time. Parents are kept very well-informed of special events and fundraising activities, such as fun days, sports day, the Christmas performance and the party in the park. The relationship with the host school is outstanding and the pre-school benefits from the use of the hall and outdoor area. Staff work very hard to ensure that children experience a smooth transition into full-time education. There are outstanding links with outside agencies, who help staff to meet the specific needs of children with special educational needs and/or disabilities through training opportunities and advice.

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

Children benefit from well organised, purposeful play and achieve well. Staff value the children's ideas and include these in their planning. They evaluate the achievement of the children on a regular basis and use the information effectively to plan the next steps in learning. Themes such as transport, toys and winter are much enjoyed and enrich their experiences. The outdoor area and hall are used effectively for the development of their physical skills. There are good opportunities for children to experiment and explore ideas indoors but fewer opportunities for them to develop their problem solving and investigative skills effectively in the wider environment.

Children behave extremely well because staff have high expectations and a consistent approach to managing behaviour. They cooperate very well together and are encouraged to be independent in their choice of activity. Children respond very well to staff's constant attention and respect the set rules and boundaries. They feel a strong sense of belonging in a bright, fun-filled environment. Festivals such as Eid, Diwali, Christmas and the Chinese New Year are celebrated through activities, and this gives the children an excellent understanding of other lifestyles, cultures, food and customs. They enjoy making a dragon, dancing and food tasting as part of their Chinese New Year celebrations.

Children have a good understanding of keeping healthy by learning about healthy eating and making healthy choices at snack time. Their physical skills are developed well as they walk along balance trails, climb on apparatus and ride their bicycles and pedalled vehicles. They eat a good range of fruit and vegetables and use equipment safely as they prepare fruit kebabs, fruit salads and pizzas. Staff help children to develop an excellent understanding of keeping themselves and others safe. Children feel very safe and secure at the pre-school. Staff ensure that children learn about fire and road safety and they benefit from talks from the fire and police services. Children are encouraged to practise their road safety skills in the outdoor area.

Children are keen to learn and make good progress. Their communication, language and literacy skills are developed well as they retell the story of 'The Three Little Pigs'. They are eager to practise their counting through songs such as 'Five Speckled Frogs'. Children enjoy mark making in foam and sand and most can write their own names by the time they leave pre-school. Their creative skills are developed well as they print patterns with vegetables and create colourful collages out of materials for bonfire night. They are keen to talk about their teddy bears' picnic and tunefully sing 'Twinkle, Twinkle, Little Star'. Children enjoy making an ice cave for winter role play and talking about their favourite toys. They enjoy coming to pre-school and staff prepare them well for their future learning experiences.

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	2
The effectiveness with which the setting promotes equality and diversity	1
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	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	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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