

Westfield Pre-School

Westfield Community School, Stiby Road, YEOVIL, Somerset, BA21 3EP

Inspection date	18/10/2012
Previous inspection date	11/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Warm and helpful relationships are formed throughout the pre-school. Children who need additional support are well-supported because of strong partnerships between staff, parents and outside agencies.
- Children show interest in different ways of life because staff enthusiastically encourage children to express themselves in their home language.
- Children are encouraged to develop storylines in their play. Children enthusiastically explore different voices and tones of voice by using puppets and small world toys to enact stories. Staff thoughtfully enlist the help of parents to include children's home language into story sessions.
- The pre-school has plenty of stimulating resources that are accessible and offer opportunities for children to develop their own play ideas.

It is not yet outstanding because

- Planned language opportunities, linked to activities and the pre-school's continuous provision, need strengthening. There are missed opportunities to enrich children's vocabulary and language to help them explore ideas.
- Insufficient use is made of print, numerals and shapes in the outside area for children to use and explore in their games.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the pre-school building and in the outside play areas. The inspector completed a joint observation with the manager of the provision indoors.
- The inspector held meetings with the provider, managers of the provision and two practitioners.
- The inspector looked at children's assessment records and the pre-school's planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Sandra Croker

Full Report

Information about the setting

Westfield Pre-School is run by a committee of parents. It registered in 2009 and operates from its own building in the grounds of Westfield Comprehensive School in Yeovil, Somerset. Children have use of a main play room, lobby and toilet facilities. There is an

enclosed outdoor play area, which is paved and grassed. Westfield Pre-School is registered on the Early Years Register. There are currently 36 children aged from two and a half years on roll. The pre-school provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. Westfield Pre-School supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school is open Monday to Friday term time only, from 9am to 11.45am and from 1pm to 3.30pm. A lunch club is also available. There are eight staff employed to work with the children, of these, six have early years qualifications at level 3 and two have early years qualifications at level 4 or above.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- introduce new words to the children that relate to their play and activities, in order to extend and broaden their thinking and learning.
- enhance further the outside area by using displays of words, numerals and shapes for children to engage with in their play

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are interested and keen learners engaging excitedly with plenty of stimulating resources that support their creativity. Staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. Staff foster children's enjoyment of talking by providing motivating play opportunities. Outside children energetically ride on wheeled toys to imaginary destinations. Children have ample opportunity to rest quietly in a cosy play house full of cushions and enjoy interesting books. They form good friendships with peers as they share resources and confidently ask staff for help with activities. Staff effectively support children learning English as an additional language to have their turn to speak. There are well developed programmes to help all children make good progress in all areas of their learning. However, opportunities are sometimes missed to further extend children's language by introducing new words.

Children enjoy using different sounds as they eagerly join in with a well-loved story. Children speaking English as an additional language are effectively supported to offer

words in their home language. Relationships at the pre-school are strong and everyone enjoys using links between their body language and words. Staff have well-developed plans to have bilingual story sessions enlisting the help of parents. Parents report that they share what they know about their children with an allocated member of staff. They feel well informed about their children's achievements and progress.

Staff enthusiastically talk to children about the difficulty birds have finding food in winter. Children are eager to help them, becoming fascinated in an activity to make bird feeders. Staff thoughtfully praise children as they skilfully roll dry pine cones in fat and push tiny seeds carefully into place. Children role play pecking at the seed with a toy robin and laugh excitedly as the seeds stick to its beak.

Children enjoy a well-resourced book corner. They enjoy pressing parts to make sound and movement with an electronic book. All children keenly access stories using a broad range of story props. They excitedly use toys to bring a story about three goats alive. Staff effectively praise young children as they repeat words and phrases, whilst older children enthusiastically think of alternative endings.

There are plenty of opportunities to make marks and children are well motivated to develop their skills exploring different coloured pens. They competently write their names on the paving slabs outside using paintbrushes and pots of water. Children excitedly notice that the water evaporates and the writing disappears. Young children happily paint faces of their families, and staff effectively help them count features like eyes and ears. Staff practice is based on a secure knowledge and understanding of how to promote the learning and development of young children.

Indoors there are good opportunities for children to learn about words, signs and numbers. For example, children effectively explore posters about healthy lifestyles, they use well labelled picture cards to sequence activities planned for their play session. However, there are limited opportunities outside for children to incorporate print, numerals and shapes into their games.

Children enjoy the challenge provided by a wide range of puzzles. There are ample opportunities for children to have their own ideas. For example, staff have high expectations, and support children to build homes for toys from interesting construction resources. Children competently count out the number of toy animals they want for each shelter. Staff show a strong interest in the words children use as they effectively give children time to talk and think. However, the planning does not clearly identify new words and phrases to introduce to children during their play. Children are well supported to acquire the skills for the next stages in their learning.

The contribution of the early years provision to the well-being of children

Staff are effective at helping children to name and understand their feelings. They are good role models demonstrating that feelings are acceptable but that not all behaviours are. Parents report that children feel happy and safe because they have a key member of

staff allocated to look after them. At the pre-school there is clear guidance for children about what is acceptable behaviour. Children learn to behave well and play cooperatively with a parachute outside. Staff thoughtfully make sure that everybody experiences being included in the activity. Relationships at the pre-school are strong and staff help children get to know everyone in the group.

Indoors, staff help children excitedly dress up as doctors, supporting less confident children well. Children eagerly become sick patients and staff help to develop a story-line successfully using a book about people who help us. The pre-school is a stimulating, well-resourced and welcoming environment, which supports children's all-round development and emotional well-being. Children effectively experience the diversity of cultures at the pre-school as they enjoy counting in each-others home languages during registration.

Staff are well deployed to develop children's growing independence. Older children confidently attend to toileting needs most of the time themselves. Younger children clearly communicate their need for the toilet. Children confidently share concerns with their key person or other adults at the pre-school. Staff respond responsibly so that children are competent at managing their personal needs relative to their ages. Parents report that children are well supported for their transitions, both within the pre-school and to other settings and school.

Staff provide clear messages at meal-times to promote the importance of a healthy diet. Staff highlight in the pre-school's self-evaluation the need to enhance parent's involvement with this. Staff effectively promote health awareness by planning opportunities to be active that interest children. For example, children play energetically on the slide, run excitedly in the outdoor space and ride wheeled toys in lively games. Staff give high priority to children's safety as they talk to children about their need to match their actions to the space they are in. Children show they feel safe as they try new activities and judge risks for themselves.

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

The provider has a good understanding of his responsibility to meet the learning and development requirements of the Early Years Foundation Stage. The provider has plans to appraise the manager to secure her opportunity for continued professional development. There is a good overview of the curriculum through the monitoring of the educational programmes. There is a broad range of experiences to help children progress towards the early learning goals in all seven areas of learning. The leadership and management of the pre-school have a good, secure understanding of the areas of learning and how children learn.

Planning and assessment are monitored to make sure they are consistent, precise, and display an accurate understanding of all children's skills, abilities and progress. The manager has plans to focus on language development to nurture children's curiosity and enthusiasm for learning. There are limited opportunities in pre-school's plans to develop,

children's vocabulary and staff's ability to encourage children to talk about their learning. There is an effective colour coded system highlighting children's individual progress. For example, staff identify children achieving at a higher level than expected for their age in a particular area of learning. Individual children are well targeted in the plans so that they receive appropriate opportunities to extend their learning.

The provider has a good understanding of his responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. He knows where to go for help when additional support is required. The safeguarding and welfare requirements of the Early Years Foundation Stage are met. Arrangements for safeguarding children are robust and well embedded. Clear policies and procedures underpin the care and education of the children. The staff all know and understand these and ensure they are implemented consistently. For example, staff explain that their mobile phones are kept in a secure place in the pre-school. Staff fully understand their safeguarding responsibilities, so that children's welfare is promoted consistently and they are cared for in a safe and secure environment.

Recruitment and vetting procedures are rigorous in testing the suitability of all adults working with children. Leadership and management's effective programme of professional development enables staff to develop their knowledge and practise. For example, staff attend training on developmental disability which helps them to understand how this affects the way children communicate and relate to people around them.

The pre-school has effective partnerships with parents and external agencies. Parents report that staff understand the children well and appropriately assist them so that they receive the level of support they need. The leadership and management of the pre-school thoughtfully use the views of staff, parents and children in the evaluation of the pre-school. Strengths and weaknesses are effectively identified. There are strong links between identified priorities and plans for improvement. The leadership and management team plan to enhance opportunities for parental involvement with activities, and experiences provided for children at the pre-school. Planned actions to overcome weaknesses have been concerted and effective.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY399106
Local authority	Somerset
Inspection number	816128
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Westfield Pre-School
Date of previous inspection	11/01/2010
Telephone number	01935477122

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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