

# Westnewton Pre School

St. Matthews C of E School, Westnewton, WIGTON, Cumbria, CA7 3NT

## Inspection date

26/02/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Managers and staff have a secure knowledge and understanding of how children learn through play. This means that children receive high quality experiences enabling them to make good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- Partnership with parents is very good because effective communication and strategies to involve parents in their children's learning are well embedded.
- Children are happy, motivated and stimulated in an environment that fosters their independence and curiosity and meets all individual needs.

### It is not yet outstanding because

- There is scope for further enhancements and developments in the outdoor area to include more natural resources, gardening equipment and tools so that children can learn to dig, plant and watch things grow.
- Monitoring of children's progress is not yet sufficiently consolidated and embedded to demonstrate consistent and continued progression over a sustained period.

## 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 viewed the children's play areas and took part in a planned fire drill.
- The inspector tracked three children during the inspection and conducted a joint observation between the manager, a student and a group of children.
- The inspector observed children playing and interactions between children and staff.
- The inspector discussed policy and practice with the manager, staff and parents, taking their views into account.
- The inspector looked at a range of documentation relating to the setting and children, which included children's learning journals and the policies and procedures.

## Inspector

Janice Caryl

## Full Report

### Information about the setting

Westnewton Pre School was registered in 2012 and is on the Early Years Register. It is situated in St Matthews Primary School in Westnewton, Cumbria and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from the conservatory, the school hall, the early years room and the canteen. There are fully enclosed areas available for outdoor play.

The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3.

The pre-school opens Monday to Friday term time only. Sessions are from 8.45am until 12.15pm. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special needs and/or disabilities. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

### **What the setting needs to do to improve further**

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

- enhance the use of natural and everyday resources that can be used flexibly and in different ways outdoors. For example, establish and develop areas for children to dig, plant and watch things grow
- consolidate the systems for monitoring children's progress to ensure the high standard already achieved is sustained and constantly improved upon over a sustained period of time.

### **Inspection judgements**

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

Staff have a very good understanding of the three prime areas and four specific areas of learning and development. Children, therefore receive a broad and balanced programme of interesting and stimulating activities that meet their needs. Activities and experiences are organised and planned well to ensure the nursery children and pre-reception children receive differentiated experiences that meet their individual needs. For example, pre-reception children join in with a toy box game, which promotes counting and calculation, supporting early mathematical skills. The younger nursery children have opportunities to stay inside or go outside and explore activities such as sand and water. This sensory play helps children develop an understanding of different materials while developing physical skills. Staff have a secure knowledge and understanding of their key children. They use children's starting points on entry, and work successfully with other professionals to plan activities that suit children's individual interests and needs. This means that children's progress is monitored effectively and appropriate interventions put in place if necessary. The assessment of observations and daily discussions with parents and carers help to inform future planning, meaning that children remain motivated and interested as they

play and learn through experiences that interest them. For example, resources are introduced by staff to support children's interests in farming and lambing.

Children's communication and language skills are fully supported through activities and resources that develop their listening skills, for example 'listening head-phones'. Staff use signs and speech to explain and guide children, which means that all children receive and assimilate the information regardless of their age or ability. Children are supported in speaking and pronouncing letters and words through the use of puppets and fun activities, for example, saying and repeating words such as bread, butter and bananas. Children's personal, social and emotional development is fostered well because the environment is open and safe, which means children use the space confidently and with self-assurance. Children's acquisition of skills, such as independence, confidence and self-assurance support children in preparation for their next steps, for example school.

Parents and carers are fully involved and informed about their children's learning from the very beginning. Children's key person's visit the child's home before they start at pre-school. This ensures that firm relationships are established and the key person begins to get to know the child, family and home experiences from the very beginning. Parents' comments include, 'The staff are fantastic. We received loads of information even before the first home visit'; and 'Feedback has been excellent. We know exactly where our child is in development'. Staff remain engaged with parents and carers through daily verbal exchanges and the use of home to setting diaries. This ensures that communication about children's learning and development is shared effectively.

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

The pre-school environment is extremely well organised and stimulating enabling all children to move freely both inside and outside, confidently and enthusiastically. All children use the areas extremely well and demonstrate their enthusiasm as they join in with planned and spontaneous activities that foster their independence and curiosity. Staff recognise the need for fresh air and exercise, actively encouraging children to use the outdoors as much as possible, for example, children are asked, 'Where shall we have snack today?' Children respond enthusiastically, 'Outside.' The outdoor area is organised well, with different areas for children to access. There is scope however to develop the area further to include more natural resources, for example willow tunnels, digging and growing areas. This means children can benefit further from investigating and exploring the natural world. Children know the routine well and demonstrate a very good understanding of how to manage their self-care. For example, children access tissues to wipe their noses and confidently wash their hands when coming in from outside play, before meal times and after using the toilet. Healthy eating is promoted through the provision of freshly prepared lunches and snacks which contain fresh fruit and vegetables. Information regarding healthy eating and exercise is shared with children and families in the form of leaflets, posters and discussion, meaning that children benefit through by experiencing continuous healthy lifestyles.

Staff have an excellent understanding of their key children and know them well. Home

visits before children commence at the pre-school enable practitioners to form strong and sensitive relationships with children and families, enabling a shared understanding of children's emotional well-being. Transitions for children are highly efficient because the manager has a high level of understanding regarding children's needs. Parent and carers are made to feel welcome at all times, settling-in periods are managed exceptionally well and communication with other settings is very effective. Staff demonstrate extremely secure attachments with the children as they work and play closely with them, helping children establish trust and respect. Staff are very skilled at understanding how children learn through play, providing opportunities and experiences that allow them to explore, take manageable risks, and develop their imagination and physical skills. For example, children play together as they investigate the outdoor play house, moving blocks, creating their own spaces and working together. Staff encourage children to play without interruptions from routine activities meaning children can become engrossed in their play.

The safety of children takes high priority in the pre-school. Children learn how to handle scissors safely and tidy up. Staff have successfully supported individual children to negotiate the steps to the outdoor area meaning children are learning to manage risk while gaining confidence and an awareness of safety. Children's behaviour is of an exemplary standard. Staff skilfully explain rules and boundaries and children listen well. Explanations are appropriate to the ages and stages of helping children to consolidate learning, for example, children respond extremely well to the fire drill whistle. They hold hands, walk sensibly, listen to instructions and reply confidently to questions asked about the purpose of the exercise.

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

Managers have a very good understanding of the importance of monitoring children's development. Assessments are precise and link closely to the revised Early Years Foundation Stage seven areas of learning and development. Overall tracking of children's development takes place each term and information regarding children's progress is provided for the management committee. However, assessment programmes have not been established over a prolonged period meaning that accurate judgements on children's continued progress are not complete. Weekly review meetings between all staff ensure that children's interests and learning styles are noted. This means that children benefit through planning, which is specific to their needs. The manager has the knowledge and skills to identify specific patterns of behaviour that children manifest in their play and shares this knowledge with staff and parents. This means that activities are tailored to suit children's individual needs and any disparities in development are identified early and strategies put in place to narrow any gaps. Performance management is monitored effectively by committee members and the manager. This ensures that all staff and students remain motivated and highly skilled through having specific goals and objectives to meet.

Safeguarding is good because children are healthy, safe and secure through highly skilled staff who have attended training in child protection and first aid. Staff demonstrate their

understanding of safeguarding procedures and are confident in how to link with other agencies, thus keeping children safe from harm. Robust recruitment and induction procedures entail vetting of staff and students, and ensure all are aware of their roles and responsibilities. This means children are kept safe and quality is maintained. Risk assessments of all areas are thorough and children are encouraged to manage their own risk. All policies and procedures are regularly updated and reviewed by the committee. Parents sign to say they have read and understood the policies meaning that children and families remain safe through effective management and practice.

Self-evaluation is good because the manager, staff and committee work closely together to ensure the pre-school makes continuous improvement. A clear improvement plan is in place which shows areas to develop and how they will help children's achievements. Children are effectively supported because the manager has established good, effective partnership working with other professionals, for example speech therapists. Partnerships with parents are very good because managers involve children and families from the very beginning. Managers provide information packs; plan home visits; hold regular monitoring reviews and take part in daily exchanges with parents and carers. This means that all parents and carers have opportunities to contribute and become involved in their children's learning.

## 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

<b>Unique reference number</b>	EY449066
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	882518
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Westnewton Pre School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01697 320 545

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

