

Westlea Pre-School

Langstone Way, Swindon, Wiltshire, SN5 7BT

Inspection date	29/04/2014
Previous inspection date	12/07/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good. Staff initiate sustained shared thinking that helps children explore ideas and make links. As a result, children are motivated to try new things.
- Children's communication and language are given high priority. Staff offer good opportunities for children to develop their skills and imagination in an enjoyable way.
- Staff implement an effective key worker system. This success derives partly from the good relationships children have with staff.
- Children are supported well in the transition into school, ensuring that they settle well and can begin to learn quickly in their new setting.

It is not yet outstanding because

- Staff occasionally interrupt children's opportunities to enjoy good periods of child-initiated play which has an impact on their learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the activities indoors and outdoors and the lunchtime entry and departure procedures for children.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector looked at children's learning journeys, planning documentation, safeguarding procedures, risk assessment, child supervision and other policies and procedures.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day and took into account their feedback within the self-evaluation form.

Inspector

Julie Swann

Full report

Information about the setting

Westlea Pre-School registered in 1982. It is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. It operates from a community room in the grounds of Westlea Primary School, in West Swindon, Wiltshire. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school is open each weekday during school term times. Sessions on Monday and Thursday run from 8.50 am until 11.50 am, and 12.25 pm until 3.25 pm. On Tuesday, Wednesday and Friday sessions run from 9 am until 12 noon and 12 noon until 3pm, or 9am until 3 pm. Children attend for a variety of sessions. There are six members of staff who work directly with the children. All staff hold early years qualifications at level 3. The manager holds Early Years Professional status. The pre-school has strong links with the host school and other providers of early years care.

What the setting needs to do to improve further

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

- develop the daily routine to include more time for uninterrupted play to enable children to become more deeply involved in their activities.

Inspection judgements

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

Teaching is good. Staff have a secure knowledge and understanding of the Early Years Foundation Stage and how children learn. They record details of children's achievements in individual 'Learning Journals', which give a clear overview of their progress over time. The staff share this information with parents, encouraging them to share their views and enhance their child's learning further at home. Staff record observations regularly, assessing these in order to identify each child's next steps in learning so they make good progress. Staff competently monitor the planning of activities for children across all areas of learning so that the needs of all children are fully included and supported. Children with special educational needs and/or disabilities receive good support through one-to-one interaction with key staff. This results in all children making good progress, given their starting points and prepares them for their future learning in school when the time comes.

Staff promote children's communication and language skills strongly through the broad range of activities offered. Children develop a love of books and enjoy listening to well-known stories, where staff model language highly effectively and test out children's understanding of words. For example, children look at books, listen to stories and sing

action songs. Children are quick to recall events in a story when questioned, for example, they remember that the monkey ate the mango. Staff then build on the story with an activity discussing a range of fruit and vegetables and where they are grown. Staff extend children's learning further by encouraging them to draw the vegetables and make signs that can be placed in the pre-school vegetable garden. As a result, children develop an ever-widening vocabulary, while displaying their confidence and giving meaning to the marks that they make.

Staff provide good opportunities for children to develop their awareness and knowledge of technology. Children have access to a computer and have a good understanding of how to use the mouse and alter the programmes. They have daily opportunities to be creative using pens, pencils, paints and glue. Children access the outdoor areas to learn to balance on the large tyres, ride scooters and bicycles and play games matching colours with their friends. Children look for insects under the tyres with staff and use magnifying glass as they excitedly find a worm. They follow the worm and decide to put it in the soil 'to be safe'. Children water the plants they have grown, such as potatoes and herbs, which they later harvest. These activities foster their understanding of nature and of caring for living things.

Staff provide stimulating resources that are accessible and open ended so that they can be used and moved in a variety of ways to enrich children's learning. For example, children make 'birthday cakes' with clay and 'chocolate soup' with mud and water. Children laugh and shout as they share buckets and spades as they mix the mud and water together. However, the staff occasionally disrupt children's good learning opportunities by focusing on daily routines such as circle time. Consequently, this interrupts children's time for concentrated play as they leave their chosen activities and come together for group time.

Staff promote mathematical development successfully as children are encouraged to find and write numbers, displaying their confidence with numerals. Staff teach mathematical language further as children build with bricks and are encouraged to hunt in their environment for triangles and circles, while the shape required is displayed by staff. This effectively supports children's mathematical skills through their daily play.

Staff encourage and support children in becoming increasingly independent when managing their personal needs, such as using the toilet. They use opportunities such as snack and meal times to further promote children's independence by encouraging them to choose their own snack and pour their own drinks. Staff provide good opportunities for children to learn about letters and sounds as children practise writing their names and find their name on their laminated place mat at circle time and meal times. This helps to support their literacy skills.

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

Staff support children's well-being effectively because the key person system works very well throughout the pre-school. Children build strong relationships with their key person and each other, helping them feel secure and comfortable. The manager offers all parents

settling-in visits for their children which are flexible according to their needs. This helps the child's separation from their parents, putting them at ease and promoting their self-esteem. Staff are attentive to children's needs and always close-by to offer help and support. The pre-school is well presented, bright and child-friendly with a good standard of displays and which demonstrates how they take pride in the setting and in children's achievements. This helps to boost children's confidence and self-esteem.

Children develop a good understanding of how to keep themselves safe and how to manage risks in their environment. For example, children help staff risk assess activities and contribute readily to discussions about staying safe. Staff are well aware of their role in supervising and keeping children secure within the premises. For example, they regularly count children as they play or move around the pre-school. Furthermore, staff carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the pre-school. Health and safety procedures are well understood by staff and regular emergency evacuation practices are planned by the manager to help to ensure that both children and staff are familiar with these. Children show great care when reminding each other of safety matters and appropriate behaviour. Children learn to be respectful of each other and accept differences of views and opinions. Staff's good role modelling and encouragement underpins children's positive relationships and good behaviour. For example, staff consistently welcome and follow up children's choices and ideas. They encourage and praise children's good listening, and actively promote their enthusiasm, creativity and enjoyment for learning.

Where children have special dietary needs or allergies, staff are vigilant and receive specialised training to help to ensure they can respond swiftly to any unwanted reaction. This helps to promote the health and well-being of all. The pre-school celebrates a number of celebrations and festivals with the children to promote their awareness of different cultures and customs. For example, they learn about Chinese New Year, Diwali and the significance of these events. Inclusion is given good attention and every child and their family are warmly welcomed. Staff place a real emphasis on working with other settings that the children may attend. For example, they work very well with childminders to share information about the children's care and education and to keep parents and carers up to date. Links with the local feeder schools are strong and developing further to support children's transition to full-time education. The pre-school has strong links with other agencies and professionals, who provide support with their specialist knowledge and skills to meet individual children's needs appropriately.

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

The inspection took place following a notification from the provider to Ofsted regarding a safeguarding incident when a child very briefly left the pre-school unaccompanied. This child was found outside of the main door seconds later. The inspection found that the provider immediately informed, and held a meeting with the child's parent regarding the incident. Furthermore, the provider and manager have implemented stronger and robust procedures relating to entry and exit times into the pre-school to keep children safe. For

example, staff supervise the main exit door, which is now opened and closed individually to parents as they arrive and depart. The main exit door is no longer wedged open and an additional set of doors that lead into the pre-school are closed to prevent children leaving unaccompanied throughout the peak periods of the day. Further to this, a separate risk assessment has been implemented and daily checks carried out to help staff keep children secure and safe within the pre-school. Management have given out notices reviewing safeguarding and detailing the new procedures to parents, and signs are displayed as reminders to help staff to ensure a safe environment and to protect children. The premises are secured at all times. Adult to child ratios are well maintained and children are appropriately supervised both within and outside of their main base room. Staff are well deployed and make good use of their time supporting children's learning and development and ensuring that they meet children's needs. This ensures that the environment is safe for children to play in.

The provider, manager and staff have a secure understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff access advanced safeguarding training and this means they have a secure understanding of the potential signs that may indicate a child is at risk of harm. Through the implementation of the pre-school's safeguarding policy and use of detailed information from external agencies, staff understand the procedures for reporting concerns. This contributes to protecting children from harm. The provider maintains a varied range of documentation, policies and procedures and this supports staff in providing a safe and secure environment for children to learn and play in.

Staff work well as a team and they deploy themselves appropriately around the pre-school to supervise children closely in their play. In addition, the effective deployment of staff ensures that they can successfully meet children's individual needs because they are based with their own key children. Staff are well qualified and have a good understanding of their roles and responsibilities. They are supported well by management to undertake their roles. Staff have good access to training and mentoring meetings to enable management to support their further development. This enhances children's care and learning.

Management and staff complete regular and robust risk assessments to help identify any potential hazards and take appropriate action to maintain a safe environment for children. All the required documentation is well organised and maintained appropriately. This provides staff with all the information they need to help them respond to children's individual needs and parental preferences. The manager uses effective evaluation and monitoring processes to highlight and address the pre-school's strengths and areas for improvement to improve outcomes for children. Parents and other relevant parties are fully involved in the pre-school's self-evaluation through discussions and questionnaires to enhance the provision offered. A parents' forum has now been implemented following on from parents' suggestions, showing the pre-school values their ideas. Management also take into consideration the children's views to help improve their experiences. For example, children complete their own questionnaires and have had input into the activities and resources provided.

Relationships with parents are open and friendly and staff provide them with daily verbal

feedback about their children's progress and welfare. In addition, parents are invited in to the pre-school to spend time with their children and share their skills and knowledge with others, such as about their home cultures and traditions. Notice boards provide parents with good information about events and experiences provided and planned for their children. This means that parents are better placed to support their children's learning at home and in the pre-school. Parents spoken to on the day of the inspection were highly complimentary about the care and education provided at the pre-school for their children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	109098
Local authority	Swindon
Inspection number	966188
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	56
Name of provider	Westlea Pre-School Committee
Date of previous inspection	12/07/2011
Telephone number	07876 485 516

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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, which are usually the childminder's 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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