

Westgate Whirlybirds and Pre-School

Brooklands Close, Bury St. Edmunds, Suffolk, IP33 3JX

Inspection date	18/06/2014
Previous inspection date	18/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children are taught by staff who have a sound knowledge and understanding of how children learn and who develop and effectively support children's learning. As a result, children make good progress.
- Staff have a secure knowledge of how to protect children's well-being. Monitoring of risk assessments, regular safeguarding training and a strong understanding of how to protect children's welfare means children play in a safe environment.
- Children are cared for by staff, who value children's and parent's comments as part of the drive for improvement. This means action plans are effective and successfully support children's achievements.
- Staff have established very positive links with the host school. Good settling-in sessions and communication with parents means children are happy and quickly settle.

It is not yet outstanding because

- Children have fewer opportunities to sit quietly if they choose as visually calm areas where they can sit quietly and concentrate are not always available.
- The accessibility of some resources means that younger children cannot always independently self-select toys to support their spontaneous play.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outdoor learning environment.
The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with children, staff and a member of the management committee.
- The inspector looked at a sample of children's learning journey records, planning documentation and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff's suitability and qualifications.
- The inspector conducted a joint observation of children's activities with the manager.

Inspector

Lynn A Hartigan

Full report

Information about the setting

Westgate Whirlybirds and Pre-School was registered in 1980 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile classroom within the grounds of Westgate County Primary School in Bury St Edmunds in Suffolk. The pre-school is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. Children have access to one playroom and two enclosed garden areas for outdoor play. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 3.30pm on Monday to Thursday and 9am to 12.30pm on Friday. A breakfast and after school club is also offered during school term times, with sessions from 8am until 9am and 3.30pm until 6pm. A holiday club operates from 8am until 6pm during the school holidays. Children attend for a variety of sessions. There are currently 45 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- focus more precisely on how two-year-old children access resources and ensure all equipment is easily accessible and appropriate for younger children
- develop areas that are visually calm and noise is limited to help younger children concentrate or to sit quietly and relax.

Inspection judgements

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

Children make good progress in their learning and development because staff teach children well, covering all areas of learning both indoors and outdoors. The outdoor play space is particularly interesting and offers many exciting and interesting challenges for children. Children relish their time outdoors and confidently explore using a wide variety of good resources. They benefit from good opportunities to make choices and decisions and staff encourage them to learn through exploration and investigation. For example, children sit and concentrate with fascination watching ants. They decide to dig the mud to find more bugs and are provided with tools to help them, such as shovels and buckets. However, for some of the youngest children the shovels are too large and this makes

digging more difficult. Children use magnifying glasses in their search and excitedly find bugs they cannot identify. Staff respond appropriately by suggesting they take photographs of the creature, so that they can research information and identify the bug using books and the internet. Children use the camera proficiently and are happy with this solution.

Staff are qualified and are committed to ongoing training. This means children are taught by staff that have a secure knowledge of how children learn. Improvements have been made to the information gathered when children first start at pre-school regarding their abilities. Careful observations are now being made consistently, which enables staff to plan more precisely and offer sufficient challenges for all children. As a result, children are progressing well taking into account their starting points. This includes children who speak English as an additional language and those with special education needs and/or disabilities. Good support is in place for children who need additional help. Strategies to support children to communicate are varied and effective. For example, signing is encouraged and visual prompts and timelines are used, to enable children with limited language to express themselves and feel secure. Children's home language is embraced and text in different languages is displayed around the setting. This supports all children's learning that print in many forms has meaning. Children are encouraged to write their own names on their artwork. They are positively supported in developing their early writing skills and offered many opportunities to practise this. For example, they use chalk boards, paint with water outdoors, use pads and pencils to write lists and have access to many writing materials. The close attachments children have established with their key person means children's emotional well-being is good and they have the skills they need for the next stage in their learning or when they move onto school.

Parents are positively encouraged to contribute regularly to their children's learning and their development records. Stay and play sessions are proving successful. Parents are welcomed into the pre-school and are able to engage in play with their child. They are provided with opportunities to understand how children are taught and how to support learning at home. Parents are kept informed of children's daily progress through regular feedback from staff and in particular their child's key person. This means children's learning is shared and they receive continuity of care and learning.

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

Children happily arrive at pre-school because there is an effective key-person system in place, which help them to settle quickly. Parents are fully informed regarding the importance of the role of the key person. Information for parents is detailed in the recently reviewed and now informative prospectus, on display boards and by the use of photographs depicting children and their key person. Staff work closely with parents to ensure there is a collaborative approach to supporting changes in children's routines. For example, staff and parents work together when children make the transition from nappies to potty training. Staff are on hand to support children to make choices during their day about where they play and by supporting their learning through the provision of resources. As a result, children are forming secure emotional bonds with staff. The premises are safe

and secure because staff identify and minimise any potential hazards through the use of ongoing risk assessments. Staff encourage independence by teaching children how to use equipment safely and they have developed simple rules that are understood by children. For example, children delight in playing outdoors. They have great fun practising their pedalling and steering skills when using the ride-on toys. They particularly enjoy riding down the grassy hill. This is managed very well as staff teach children how to do this safely. They learn to take turns to avoid crashes. Children understand the need to slow down using their feet to stop as they reach the fence, however, soft play cushions are strategically placed to ensure their safety. The effective use of a timer supports turn taking. Children hold cards to demonstrate they are waiting for a turn as this is a very popular activity. Children squeal with delight and are very proud and confident when they have completed their turn. Children are confident and positively discuss moving onto school. They excitedly talk to the reception teacher, who regularly talks to children over the garden fence. They spend time using some of the facilities at the host school. This enables children become familiar with the school environment and supports their confidence when encountering new surroundings.

Children's behaviour at the pre-school is good. Staff have implemented new teaching strategies since the last inspection to ensure children have consistently clear messages and guidance on how to keep safe and understand acceptable behaviour. As a result, children show consideration to their friends, are able to wait and take turns and share with one another. For example, older children invite new children, who are settling, to play in their games and become friends. Children are taught about being healthy and are able to exercise daily in the fresh air outdoors. Nutritious snacks are offered and children are able to take responsibility, deciding when they want to eat, help in the preparation of snack and wash up after themselves. Children are familiar with the daily routines and know to wash hands before eating without any prompting. Children independently take care of their personal needs. However, younger children are not always able to do this independently because they cannot always reach the paper towels to dry their hands and have to seek help.

Children play in a welcoming and well-resourced environment. Defined areas of learning are equipped with appropriate resources and most children can access all resources easily. Although, this is more of a challenge for a younger child who may not always be able to reach equipment. Children continually use a cosy well-stocked book area to enjoy stories. Staff also use this space to complete phonic work. However, this means that younger children have limited opportunities to access a quiet cosy space where they can sit quietly to reflect, talk to their friends or relax and sleep if required.

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

Staff promote children's welfare by implementing secure procedures to ensure their safety. For example, since the last inspection policies with regard to recruitment, vetting and induction of staff to check their suitability to work with children have been reviewed and evaluated ensuring they are robust. Children are well cared for in a safe and secure

environment. Play areas are monitored daily to ensure children's safety at all times and hazards are minimised through safety checks before children arrive. Better communication and clearly defined job descriptions between the committee and the management team means everyone is fully aware of their roles and responsibilities. The registered person understands the need to notify Ofsted of any changes to the committee or the provision. Children benefit as they are offered a broad range of learning opportunities and experiences within the educational programme. Good observation, assessment and planning help to ensure that children are making good progress and each child's individual needs are being met. This includes children who speak English as an additional language and children with special educational needs and/or disabilities. Monitoring of teaching and learning is now in place and means the manager has a more precise understanding of children's progress and abilities. This in turn assists more focused planning and observations to ensure each child is fully supported in their development.

Staff are committed to provide children with a quality provision. As a result of an improved programme to support staff in their own professional development, morale is high. Therefore, children are cared for by a team of staff, who have high expectations for them and display a drive for continuous improvement. This is successfully achieved through regular team meetings to evaluate the provision and the daily activities provided. The introduction of peer-on-peer observations that now take place, effectively assist staff to improve their knowledge and understand their practice. Information gained from these inform future developments so that children's attainment is raised to a high level. Following the last inspection, the management, committee and team of staff have worked well together to reflect on practice and make improvement. For example, the manager has visited other settings where practice is exemplary. Parents' and children's views are valued and welcomed to clearly identify the strengths and weaknesses of the provision. The pre-school demonstrates a good capacity for improvement. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnership with parents is strong and parents comment very positively on the ongoing support and approachability of all staff. Parents are presented with informative display boards, a parent prospectus and regular newsletters ensure they are fully informed about all aspects of the pre-school. Good support and strong links with the host school means that children are well-prepared when moving on. Children enjoy regular visits to the reception class where they share activities. The reception teacher and nursery staff visit regularly and often read to children or engage them in activities in their familiar surroundings. These links enable children's smooth transition into school. When needed, staff work proactively with parents to engage with external agencies and services to secure appropriate interventions for children, which ensures that all children are effectively supported to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	251714
Local authority	Suffolk
Inspection number	963113
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	45
Name of provider	Westgate Whirlybirds Committee
Date of previous inspection	18/09/2013
Telephone number	01284 754014

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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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