

Leek Westwood Pre-School

Westwood County First School, Westwood Road, Leek, Staffordshire, ST13 8DL

Inspection date

26/03/2014

Previous inspection date

12/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 or very good. A range of well-planned and interesting educational programmes promote learning very effectively. As a result, all children progress well given their starting points and capabilities.
- Care practices are very good because a secure key person system helps children form strong attachments. As a result, children are emotionally well prepared for their next stage in learning, including transition to primary school.
- The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and implemented consistently by the manager and the staff. Therefore, children are safe in this setting.
- Partnerships with parents are strong and the pre-school works effectively to support children's learning and development at home.

It is not yet outstanding because

- On occasions, the opportunity to further enhance the already good language development during routine activities is not always fully exploited.
- Performance management is not always sharply focussed for every member of staff and sometimes areas of improvement for non-permanent staff are not swiftly identified.

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 activities in both rooms and the outdoor environment
- The inspector conducted a joint observation with the manager
- The inspector held meetings with the manager and the chair
- The inspector looked at a children's learning journals, the setting's weekly planning and staff professional development files
- The inspector looked at the current self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Williamsom

Full report

Information about the setting

Leek Westwood Pre-School opened in 1964. It is managed by a voluntary management committee. The pre-school operates within Westwood First School where it has use of self-contained rooms with toilets and kitchen facilities. There is a fully enclosed area and garden available for outdoor play. The pre-school opens from Monday to Friday during school term-time. Sessions are from 08:45 to 11:45 and 13:00 to 16:00. Children are able to attend for a variety of sessions. There are ramped accesses to the setting.

The pre-school is registered to care for a maximum of 40 children from two years to under five years. There are currently 58 children from two years to four years on roll. Of these, 32 children receive funding for nursery education. The pre-school is able to support children with learning difficulties and/or disabilities and also supports children for whom English is an additional language.

Seven staff work with the children. All of the staff have early years qualifications to NVQ Level 2 or 3. The pre-school 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 already good teaching by building on the way language is developed during routine activities such as snack time
- build on the programme of professional development so that those staff who are temporary and work occasionally are subject to high quality evaluation and receive targeted feedback and support.

Inspection judgements

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

This pre-school is extremely warm and welcoming with a highly stimulating, purposeful environment, which supports children's learning and development. Parents' involvement with the pre-school is very good. The key person system provides a strong and secure partnership. For example, children's learning journals are effective working documents, which are used with the parents to inform them of their child's learning and development. The parents comment that they feel very supported and engaged in their child's development as they are able to talk to the friendly, approachable staff at any time. This approach supports children's learning and development at home. Clear observation, planning and assessment procedures are in place to ensure children's individual needs are met and that their progress can be measured and monitored.

The majority of teaching is good or very good. For example, when the older children play independently, with the wash-day role play, staff intervene with relevant, skilful, timely interactions to challenge children's thinking. Therefore, children's learning and progress is supported very effectively. Children display confidence in speaking with understanding, appropriate to their stage of language development. For example, older, children confidently explain the elements of wet and dry. For example, they say that 'The washing is dry, but when it is dripping with rain, it will be wet'. Consequently, children are acquiring the skills and attitudes, which are ensuring they are well prepared for their next stage in learning, including being ready for primary school. A dance teacher provides a weekly expressive arts session at the pre-school. The children immediately engage with enthusiasm and enjoyment as they move their bodies in response to the sounds of the music and the instructions of the dance teacher. As a result, children's physical skills are developed as they learn to coordinate and balance. Teachers have a secure understanding of how to support children's individual needs, particularly where children have special educational needs and/or disabilities. For example, staff create an environment that provides children with space and also quiet areas where children play peacefully, or receive one-to-one attention from staff. Teaching is particularly good for this group, as staff use regular eye contact and offer appropriate, reassuring physical contact. Therefore, all children's individual needs are being well supported and they make good progress in their learning and development relative to their needs and starting points.

Toddler aged children play and explore the different sounds of music with enjoyment and expression. Teachers model the use of the range of musical instruments to show how the specific sounds were made, while narrating the actions skilfully. As a result, children are progressing well in their enjoyment and understanding of early music acquisition. During activities, such as story time, children's language is well supported through open questions that vary in complexity. Although these are used well during planned activities, there is scope to build on the use of questions and language development during routine and spontaneous activities, such as snack time. Children are confident and motivated to follow their own interests. Some show skills and abilities beyond the expected level of development. For example, toddler aged children sort cutlery independently, into the correct compartments by size and type. In addition, they understood that certain items are placed onto hooks on the cabinet. They persevere with this task until it is completed, demonstrating good characteristics of learning. Therefore, effective child-initiated learning opportunities promote learning very well.

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

An effective key worker system supports children's well-being in the pre-school. Children benefit from supportive settling in practices as time is spent getting to know the children, their families and their individual needs. As a result, transition from home to nursery is relaxed and secure. Behaviour in the pre-school is excellent. Staff have a calm and considerate approach and are good role models. They get down to the children's level and make expectations clear with praise and encouragement. As a result, children's confidence

and self-esteem is continually nurtured. Comprehensive risk assessments, some of them daily, and consistent care routines keep the children safe. Children have very good independent skills and can manage risk well. For example, as the children and staff move the chairs into place, in preparation for story time, the children are very well aware of each other's safety and there is very little disruption. Children have good care routines, which they understand. For example, they know what happens before snack time, saying 'We wash the germs off our hands.' Some children go to the toilet area to wash their hands without prompting. Therefore, good hygiene routines are contributing to their understanding of a healthy lifestyle.

The staff respond to the children's interests and needs very well. They use spontaneous opportunities to further support children's interest and well-being. For example, the appearance of the sunshine was a chance for children to spend more time outdoors, including having a picnic snack time. Staff are warm and caring towards the children. Key workers reassure children who are a little upset and use various methods of distraction and encouragement to involve them in activities. For example, during snack time staff offer a minor level of responsibility, sharing out the fruit, to a young child who has been a little anxious. Children enjoy the tasks given and soon settle. Therefore, children's well-being is well supported.

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

The manager has a secure understanding of the safeguarding and welfare requirements, which are understood and implemented effectively. Consequently, children are safe in this setting. Teachers have a secure understanding of safeguarding children in their care. They recognise the indicators of abuse and understand their responsibilities for reporting concerns to ensure all children are safe from abuse and neglect. Staff recruitment procedures are secure and ensure that those people who work, and have unsupervised contact with children, are suitable to do so. Risk assessments are in place and carried out by the staff. For example, a daily room check ensures the environment is safe for all children.

The manager has maintained many of the effective systems since the last inspection. For example, planning and assessment inform the next steps in children's learning very well and this continues to be monitored by the manager. Partnerships with the chair of the voluntary committee are strong and supportive. Therefore, leadership is good. The comprehensive self-evaluation is currently under review to reflect the requirements of the Statutory Framework for the Early Years Foundation Stage. All staff have good, personal development records. They have attended training to address professional development needs. For example, three members of staff are currently studying for the early years degree. One member of staff shared with enthusiasm how the learning from this professional development was already impacting on the children's progress and development. Therefore, professional development is improving knowledge and practice in the pre-school. However, while this is the case for all permanent staff, a minority of supply and temporary staff are not benefitting from such sharply focussed evaluation and targets for improvement.

The staff team have good relationships with the local primary school where many of the children will attend. Excellent transition arrangements mean the children are ready for their next stage in learning. For example, the children are able to see and even wear their new uniform before the start of the school year. The school teacher will access the children's learning journals in discussion with the key worker. The setting has good partnerships with external agencies which support children's developmental needs. For example, the speech and language therapist supports the children at home and communicates with the staff in the pre-school. The Progress Check at age two has been carried out and fulfils the requirements to involve parents and the relevant agencies. Consequently, all children's needs are successfully supported. Partnerships with parents are excellent. Parents all speak highly of the thorough and supportive communication with the staff at the setting. The parents feel fully informed and respected as partners in their children's learning. They recommend the pre-school to others without hesitation.

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	218180
Local authority	Staffordshire
Inspection number	854481
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	74 - 0
Total number of places	40
Number of children on roll	74
Name of provider	Leek Westwood Pre-School Committee
Date of previous inspection	12/12/2008
Telephone number	01538 483004

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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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