

# West Derby Pre-School

Bonsall Hall, Bonsall Road, West Derby, LIVERPOOL, L12 8QJ

<b>Inspection date</b>	09/10/2014
Previous inspection date	31/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 very good and practitioners assess children's progress very effectively, so that they can plan the next steps in their learning. This means that children make very good progress.
- Practitioners work well in partnership with parents, other professionals and the host school in their support of children and to further promote good outcomes for them all.
- Children are provided with a safe and secure environment because practitioners have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This maintains the safety and well-being of children.
- The monitoring and self-evaluation processes are very well organised and effective in maintaining continuous improvement in practitioner performance and all aspects of the provision.

### It is not yet outstanding because

- Practitioners do not always extend children's already very good opportunities to increase their independence by enabling them to serve themselves at snack time.
- Information gained from parents on entry, does not always provide practitioners with the detailed information they require to help them to further plan for children's future learning needs.

## 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 both indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers of the provision and spoke to the practitioners.  
The inspector examined the children's learning and development records,
- observations, planning and assessment procedures and discussed self-evaluation and improvement plans.
- The inspector checked evidence of suitability and the qualifications of those practitioners working with children.
- The inspector took account the views of parents and carers spoken to on the day.

## Inspector

Kellie Lever

## Full report

### Information about the setting

West Derby Pre-School registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is owned and managed privately and operates from converted buildings, situated in the West Derby area of Liverpool. It serves the local area and is accessible to all children. Children have access to a secure, enclosed outdoor area and have use of the school grounds. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs 14 practitioners. Of these, 12 hold appropriate early years qualifications at level 3, one at level 2 and one with a degree. The pre-school opens Monday to Friday, 8am until 5.50pm, term time only. There are currently 71 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. Out of school care is provided before and after school, term time only. Children are taken to and collected from a local primary school. The pre-school is supported by the local early years team.

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

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

- maximise opportunities for children to increase their independence further by pouring their own drinks and serving themselves with food at snack time
- enhance the depth of information gathered from parents about children's learning and development on entry to the pre-school in order to further enrich the planning process.

### Inspection judgements

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

Practitioners have a good knowledge and understanding of the Early Years Foundation Stage and know how to promote children's learning and development. The quality of teaching and learning is good. Practitioners are knowledgeable about the way children learn through play and they provide positive learning experiences for them, which cover all areas of learning. Practitioners model play well by showing children how to use the equipment and guide them when necessary to support their learning. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. During play, they ask children open-ended questions, such as 'Can you remember?' and 'What does it feel like?' Children settle in quickly and become absorbed in activities led by practitioners and those they choose themselves. For example, children enjoy experimenting with dry rice and respond confidently to practitioners' questions about what they ate for breakfast. Children respond with enthusiasm to all the

activities on offer; they enjoy exploring and examining the different table-top activities set out. For example, children play with the natural resources in the autumn tray and put together jigsaws. Children have enriching opportunities to extend their play and learning by taking part and they embrace all aspects of learning. As a result, children are ready for the next stages of their learning and are effectively supported in their move to school.

Each room is very welcoming and inviting, practitioners observe the way children use each area, so that the layout is continually evolving to ensure that children's learning opportunities are maximised. Children's mathematical development is progressing well and during activities they confidently count, recognise numbers and talk about colours. Practitioners help children to begin to understand mathematical concepts. For example, practitioners talk to children about 'big', 'small', 'full' and 'empty'. This helps children to learn about volume and capacity. All children develop their physical skills very well, as they use a wide range of climbing and balancing equipment indoors and outdoors and are supported by staff as they learn to ride toys. Children's communication and language skills are fostered well and practitioners introduce new vocabulary as children play. Children develop a love of books as they independently access their favourite books. They enjoy taking part in communication sessions and engage with stories where they keenly use a range of puppets. This is extended further when practitioners link stories and give children first-hand learning experiences. For example, after reading a story about a hungry caterpillar, practitioners introduce children to a caterpillar and talk about how it will turn into a butterfly. As a result, this ignites children's interest about life cycles and many conversations take place about this topic.

Planning, observation and assessment work well to support children's good progress. Practitioners work together to plan very effectively for individual children's learning. Good use of observations and practitioners' secure knowledge of children's next steps in their learning ensure that every opportunity is made to support children's good progress across all areas of learning. Practitioners include children's interests in future plans and this helps motivate them to learn. Parents are well informed about children's activities and progress through home link books and regular parent meetings. Practitioners complete the progress check for children between the ages of two and three years and this is shared with parents. As a result, these systems support children to develop the key skills for their next steps in learning, including school. Parents are encouraged to become involved in their child's learning at home and have frequent opportunities to look through their child's learning journals. Practitioners gather a wide range of information from parents to gain an understanding about children's individual needs and interests. However, practitioners do not always gather the extremely detailed information they need about children's learning and development to have an extensive knowledge of children's starting points to enrich the planning for individual children's learning and developmental needs. Teaching is consistently very good and practitioners ensure all children are challenged in their thinking and learning, so that they make very good progress. Children with special educational needs and/or disabilities are very well supported as practitioners work closely with parents and outside agencies. Practitioners carry out independent research and attend training courses specific to children's needs so that they can support them even more effectively. Children make very good progress because of this.

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

Children are emotionally secure as practitioners are very caring. Children's needs are fully met and they form close bonds with their key person, who knows them well and gives their well-being high priority. Practitioners help children to get to know each other and to form friendships. Children really enjoy interacting with practitioners and other children in the warm, family environment. Children's moves to school and to new rooms are managed very smoothly. Practitioners invite teachers to visit children and arrange for children to visit their schools, and parents are very well informed about the process. This means that children feel secure about the change. Practitioners share information about children's progress and needs, so that these continue to be met. Children are settled gradually into their new room and become familiar with their new key person. Very good links with the host school help children become familiar with the school site and many aspects of school life. Children are developing good skills to effectively support them in their future learning.

Children are progressing well as they are encouraged to be independent as they put on their own coats, select their own wellington boots and manage their own personal care needs, where appropriate. For example, children are encouraged to go to the toilet independently and wash their own hands thoroughly without needing to be prompted. Parents are encouraged to send in a healthy lunch and information is available to help them in their parent information pack. Lunchtime provides a positive social opportunity where children sit with friends and practitioners to eat. However, children have fewer opportunities to increase their independence even further, by serving themselves with food or pouring their own drinks. Children are active throughout the day, both indoors and outdoors. Safety within the pre-school is given good consideration and effective steps are taken to minimise risks to children. For example, they are reminded to be careful as the climbing and balancing equipment may be slippery outside because of the rain.

Children's personal, social and emotional development is fostered well. They are confident and their behaviour is very good because staff set clear boundaries. Practitioners use excellent strategies to manage children's behaviour sensitively and in a manner appropriate to their age and understanding. Children develop kind and caring behaviours. For example, they hold hands and talk about being friends. Practitioners provide very positive role models and speak to children respectfully. Children listen attentively to instructions and are reminded to share toys with younger children. They receive positive support and praise for their achievements. This helps to motivate children in their learning and boosts their confidence.

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

The managers and practitioners demonstrate a good understanding of how to effectively safeguard the children, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures children are effectively

safeguarded. All practitioners have attended relevant training and are fully aware of their responsibilities to protect the welfare of children. They know who to report any concerns to and contact numbers are in place for support and guidance. Detailed policies and procedures are implemented to ensure a safe and secure environment for children. This is further enhanced by the completion of risk assessments for the indoor and outdoor environment to ensure they are free from hazards. All practitioners and the providers undergo security checks to ensure that they are suitable to work with children and there are robust recruitment procedures in place. This maintains the safety and well-being of children.

Children are observed and their achievements are noted, which enables practitioners to assess their learning and plan a suitable range of challenging activities based on children's interests. There are good relationships with parents as they work together with practitioners to meet the individual requirements of children. The managers carry out regular observations, supervisions and appraisals of practitioners. They discuss their strengths and weaknesses and target training to support them in improving their knowledge and skills. Practitioners attend many training courses and cascade information back to the team. This means that other practitioners can seek advice about specific areas of learning and development. Self-evaluation takes into account the views of practitioners, parents and children. Practitioners share their ideas and focus on areas for improvement. For example, they are focusing on creating more communication friendly spaces around the pre-school. Parents are involved as they receive daily communication and regular questionnaires to share their views and opinions. Parents are extremely complimentary and comment that they are delighted their children have settled in so quickly, and thank practitioners for their support in caring for their children to become sociable and confident. They state that the work that practitioners do with their children is 'amazing'.

Practitioners work closely with other professionals to ensure children are further supported in their care, learning and development, for example, the local authority and other inclusion and health teams if needed. In order to assess the care and learning for children with special educational needs and/or disabilities, practitioners work closely with other professionals to ensure all children's needs are fully met. There are effective partnership working arrangements between the pre-school and other settings children attend. Practitioners liaise with the other schools in preparation for children making the move between settings. These are well established and contribute to meeting children's needs and preparing them for the next stage of learning.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY380358
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	873854
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	71
<b>Name of provider</b>	West Derby Pre-School Partnership
<b>Date of previous inspection</b>	31/03/2009
<b>Telephone number</b>	0151 2520067

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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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