

Westgate Pre-School

Braddon Close, MORECAMBE, Lancashire, LA4 4UZ



Inspection date

26 January 2015

Previous inspection date

9 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff use effective teaching methods and good questioning techniques to promote children's learning. Staff involve parents in all aspects of children's development and obtains information from them about what children enjoy doing at home. Consequently, children make good progress from their initial starting points.
- Staff plan and provide children with an interesting and stimulating range of purposeful learning experiences, which successfully promote children's learning and development.
- Care practices in the pre-school are effective in helping children feel safe and emotionally secure, and ensure that children's physical needs and emotional well-being are fostered.
- The manager and staff team work well together and are totally committed to reviewing and improving the pre-school practice. They set high standards and ensure that children's safety and development are promoted and safeguarding procedures are rigorously implemented.

It is not yet outstanding because:

- Opportunities to explore additional, culturally-reflective and familiar resources to promote discussions about children's backgrounds and community are not used to maximum effect.
- During the routine of the day, children's play is sometimes interrupted. As a result of this, their interest and prospective learning opportunities during these times are sometimes lost.

What the setting needs to do to improve further

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

- enhance the rich learning environment with additional, culturally-reflective and familiar resources to promote further discussions with children about their community and backgrounds
- review the positioning of some of the enhanced play areas, for example, the shop role-play, so that children can return to their play after mealtimes.

Inspection activities

- The inspector completed a tour of the premises.
- The inspector observed children playing in the main hall, meeting room and outside.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector held a meeting with the manager and deputy manager.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Staff have a good understanding of the learning and development requirements. Therefore, they provide a wide range of interesting and stimulating activities that effectively support children's learning. Children are confident, independent and highly motivated and engaged in their learning. They initiate their own play following their interests, which staff skilfully extend. However, due to the organisation of the environment and the routine of the day, children's play is sometimes interrupted and their interest is lost. Children's communication, language and literacy skills are supported well through circle-time phonic sessions. Staff introduce rhyming words, letter sounds, opposites and new vocabulary into in these sessions and into children's play. They also support children's learning during practical routines by asking them to count and name colours. Staff work in close partnership with parents to promote children's care and learning in the home. They collect lots of information to ensure that all children's needs are met so that they reach their full potential.

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

Children's emotional well-being is fostered well through the strong bond and close relationship established with their key person. The effective settling-in process is tailored to meet children's needs. Staff provide an inclusive environment where everyone is welcome. This rich learning environment is safe, welcoming and well-resourced with toys and equipment. However, there is opportunity to provide children with additional, culturally-reflective and familiar resources to promote further discussions about their community and backgrounds. Staff teach children how to keep themselves safe and encourage a healthy lifestyle. Children's independence is well addressed so they develop the skills they need in readiness for school. Children help themselves to a nutritious morning snack and packed lunch meal and they enjoy plenty of physical activities and exercise. Children are well behaved. Staff encourage social skills and manners. They teach children to share and take turns and to tolerate each other's differences as they play.

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

Staff have a secure knowledge of the safeguarding and welfare requirements. All pre-school documents, records and procedures are effectively maintained, including robust recruitment and suitability procedures to ensure children's safety. The manager and staff effectively monitor and track children's progress to ensure that the planning and assessment arrangements remain accurate, focused and identify the next steps in children's learning. Parents support the process by contributing to the progress records. The management and staff meet regularly to discuss the operation of the pre-school. Supervision sessions are maintained to monitor staff's practice and the good teaching methods they use. Staff have a good understanding of the safeguarding procedures and who to contact if they were concerned about any child in their care. Self-evaluation has targeted action plans, which show clearly how the pre-school is continually improving.

Setting details

Unique reference number	309474
Local authority	Lancashire
Inspection number	867876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	41
Name of provider	Wendy Nunn
Date of previous inspection	9 January 2012
Telephone number	01524 832 783

Westgate Pre-school was registered in 2001. It operates from St Martins Church Hall and meeting room, in Morecambe, Lancashire. The pre-school is open each weekday, except Thursday from 9am to 3.30pm term time only. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. In total, 10 staff work at the setting, seven of whom hold relevant qualifications.

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.

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

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

