

# West Row Pre-School

West Row Primary School, Beeches Road, West Row, BURY ST. EDMUNDS, Suffolk,  
IP28 8NY



<b>Inspection date</b>	10 February 2015
Previous inspection date	5 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children benefit from secure, trusting and respectful relationships with their key person. This helps the children to feel confident and safe within the setting. Partnerships with parents are very strong. Parents are fully informed of their child's learning and how to promote children's interests at home.
- Children are offered a wide range of experiences and activities that are highly stimulating. The quality of teaching is good, and sometimes outstanding. Children are fully engaged in activities and experiences that promote their learning and development across all areas of learning.
- Leadership and management are strong. The manager has a clear drive to improve and ensures that the setting regularly reviews and develops the already good practice. Peer observations, and regular audits of the environment, ensure that the manager is clear about areas to develop even further, such as the garden space.
- Staff have a clear understanding of the safeguarding policies and procedures. They have attended first aid and child protection training to ensure they are up to date with the latest guidance. Staff demonstrate good teaching skills when supporting children to manage their own risks and keep themselves safe. As a result, children are safe and secure in their environment.

### It is not yet outstanding because:

- The designated area for children to independently choose books and stories is not inviting, and is not as well used as other areas in the environment.
- The timeliness for reviewing individual children's next steps is not always sharp and precise, so that children are supported even further to make rapid progress in their learning.

## What the setting needs to do to improve further

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

- review the layout and presentation of the book area, so that children are inspired to want to use it to develop their early reading skills
- focus more closely on how often children's learning is reviewed, to ensure that staff recognise and maximise children's learning opportunities at all times.

### Inspection activities

- The inspector observed activities in the play area inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager of the setting.
- The inspector carried out 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 records, planning documentation, staff files and a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Kerr Cobbett

## Inspection findings

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

The setting is well resourced and extremely well thought out. Staff are deployed well across the setting, to ensure that children remain engaged and stimulated in their play. Staff ensure that children's different learning styles are respected. They use their knowledge of individual children to engage them in meaningful play, such as creating 'pirate maps' to encourage writing skills. Children are supported well to develop the skills they need ready for school. The area for supporting children's independent reading is not yet as inviting as many other areas in the setting, which means children do not access books regularly. Therefore, opportunities to extend the already good literacy, communication and language skills are not yet maximised. Staff adapt activities well to meet the different ages of children. Staff effectively use sign language as an aid to support children with special educational needs and/or disabilities and younger children with emerging communication and language skills. Some staff members do not always identify when their key children have moved on in their development in a timely way. This means that opportunities to maximise individual's next steps and support rapid progress are not yet sharply focused.

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

Staff are passionate about the partnership approach to learning. Parents explain the value of the setting's stay and play sessions, as they experience the learning opportunities that arise from children's daily activities, such as messy play. Diversity is celebrated within the setting and has been part of the manager's evaluation of the curriculum. Children enjoy discussing their own experiences and staff use this information to promote positive attitudes towards others. Children are supported to express their emotions with a variety of highly effective activities, such as family books and visual prompts. Consequently, children's emotional well-being is very secure in the setting. They develop good independence skills as staff encourage them to dress themselves for outside play, and serve their own food and drink during snack time. Children learn about a healthy lifestyle on a daily basis and activities are displayed throughout the setting, such as tooth-brushing projects. Children take part in regular physical exercise, running around the garden with maps they have made to find 'treasure'. They access large apparatus to develop a range of physical skills.

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

Robust recruitment checks are implemented by the manager, to ensure staff are suitable to work with children. There are clear risk assessments in place and the manager ensures every member of staff is valued by having specific roles in the setting, such as health and safety coordinator. Supervisions and appraisals are highly effective and support staff's professional development. Staff are keen to continue this. They have been on a range of training courses, which has supported their teaching practice. This is ongoing and has supported the manager and staff to transform areas in the setting.

## Setting details

<b>Unique reference number</b>	EY392978
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	870881
<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>	24
<b>Number of children on roll</b>	57
<b>Name of provider</b>	West Row Pre-School Committee
<b>Date of previous inspection</b>	5 November 2009
<b>Telephone number</b>	01638 428082

West Row Pre-School was first registered in 2009 and is managed by a voluntary management committee. It is open each weekday during term time only. Sessions are from 8.45am to 11.45pm, with a lunch club from 11.45am to 12.30pm, and an afternoon session from 12.30pm to 3.30pm. The setting is in receipt of funding for nursery education for two-, three- and four-year-olds. There are seven members of staff employed at the setting, six of whom hold an appropriate qualification to at least a level 3.

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