

Westwood Farm Community Pre-School

Community Centre, Downsway, Tilehurst, Reading, Berkshire, RG31 6SL



Inspection date

24 February 2015

Previous inspection date

21 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The nominated person has not made Ofsted aware of changes to the committee in a timely manner. New committee members are without suitable checks and the nominated person has not checked the suitability of other staff who work on the premises. This is a breach of requirements, however, the impact of this is minimised as these individuals do not have unsupervised contact with children.
- Staff do not make the best use of resources to extend children's enjoyment or to support activities across all areas of learning. Some resources do not appeal to children or engage their interest.

It has the following strengths

- Staff have strong partnerships with other professionals. This helps to provide coordinated and targeted support for individual children, where needed. As a result, gaps within learning and development are minimised.
- Staff carry out their key person roles well. Parents have regular opportunities to share information about their children and are happy with the service they receive.
- Staff build strong relationships with children and as a result, children settle well and feel safe and secure.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that any person who has regular contact with children, including those who work on the premises, are suitable
- provide Ofsted, in a timely manner, with information needed to determine the suitability of committee members.

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

- review the presentation of resources, indoors and outdoors, to make them more appealing to children, to enhance further their learning and development

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that the registered person and any person caring for, or in regular contact with, children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis), is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 working days after the change occurs) (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person and any person caring for, or in regular contact with, children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis), is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 working days after the change occurs) (voluntary part of the Childcare Register).

Inspection activities

- The inspector toured the areas of the premises children use.
- The inspector spoke to parents to gain their views.
- The inspector observed the interaction of staff and children.
- The inspector spoke to the manager, the nominated person and staff.
- The inspector sampled policies and documentation.

Inspector

Sara Hope

Inspection findings

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

Staff provide activities that are educational and promote learning and development well. Children make good progress and receive support that meets their individual needs. Staff encourage children to have an awareness of themselves and others. For example, children find their own name card when they arrive and celebrate a range of special events that teach them about diversity. Staff support children to develop physical skills well. Inside, children draw, build towers and join in with group action songs. Outside, they enjoy mixing pasta mud pies, building sandcastles, climbing and balancing on large apparatus. Staff are good role models. They ask children questions to develop their thinking skills and introduce new vocabulary. Staff praise and encourage children effectively and are patient and responsive. Parents and carers state that they receive good information with regards to what children have been doing. They are involved in children's ongoing assessment and attend parents' evenings to discuss their child's progress.

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

Staff build effective emotional bonds with all children. Children are comfortable and seek staff out for support and reassurance. Staff remind children of dangers and keep them safe. Staff successfully prepare some areas of the environment to support children's learning. However, overall, they do not make good use of resources to enhance children's play and learning. Children's access to reading and writing equipment in outside areas, and technology throughout the environment, is limited. In addition, the general presentation of some equipment lacks appeal. Staff support children to eat healthily and fresh drinking water is always available. Most of the children use the toilet independently with minimal staff involvement. Staff remind children to wash and dry their hands effectively. Staff accompany older children on school visits and teachers are invited into the pre-school to get to know the children. Staff share information on children's progress with schools to support continuity of care. Children can attend the pre-school for full days, helping to prepare them for school.

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

Staff are aware of their responsibilities with regards to children's learning and development and monitor progress effectively. They check environments and carry out relevant training to make sure staff know how to keep children safe. However, the nominated person has not notified Ofsted of changes to the committee or ensured that all required suitability checks are completed. Parents have opportunities to offer their views and these are used to make improvements. As a result, parents are offered additional times to discuss their children's development and alternative methods to develop information sharing are being explored.

Setting details

Unique reference number	110747
Local authority	West Berkshire (Newbury)
Inspection number	839737
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	58
Name of provider	Westwood Farm Community Pre-School Committee
Date of previous inspection	21 March 2011
Telephone number	01189 429865

Westwood Farm Community Pre-School registered in 1975. It runs Monday to Friday term time, from 9.10am to 11.40am and from 12.40pm to 3.10pm. Lunch club runs between these sessions from 11.40am to 12.40pm, to enable children to access full day care. A total of 13 members of staff are employed to work with the children, of whom 11 hold relevant qualifications at level 3.

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.

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