

Westfields Pre-School Playgroup

Scout Hut, Monteagle Lane, Yateley, Hampshire, GU46 6LU



Inspection date

30 March 2015

Previous inspection date

29 June 2010

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		Outstanding	1
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 carefully monitor and review children's progress across all areas of learning and development. They prepare children well for the next stages in their learning and for their moves to school.
- Children's needs are quickly identified and exceptionally well met through highly effective partnership working with parents and carers, and with outside agencies.
- Management and staff meet all the safeguarding and welfare requirements to: safeguard children; ensure suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies, and procedures.
- Strong leadership and management drives forward improvements in the pre-school and supports staff who are eager to do their very best for the children in their care.
- A wide range of initiatives engage, support and build on parent's interest in their children's development and provide children with continuity in their learning and care.

It is not yet outstanding because:

- Staff sometimes lack confidence in the quality of their teaching, as they have little time to reflect on how they inspire and challenge children's thinking. Consequently, they do not always capitalise on the rich learning experiences they plan, by knowing how to help children reach their very highest levels of achievement.
- Staff find some of the additional languages spoken in children's homes more difficult to model than others. This means that children have less opportunity to hear and learn key words in other languages and some children have minimal access to their home language while they attend the pre-school.

What the setting needs to do to improve further

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

- enhance the quality of teaching further by helping staff recognise their strengths and by developing the range of strategies they use to inspire children's imaginations and challenge their thinking to even higher levels
- review and extend opportunities for children to hear, understand and value, key phrases in the languages spoken in the homes of children attending.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Inspection findings

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

Children make good progress in their learning and development as staff plan and deliver a wide choice of activities. Children benefit from periods of uninterrupted play when they follow their own interests and enthusiasm for discovery. Staff sensitively extend children's learning at appropriate times and create further opportunities for them to practise new skills. Children's self-motivation is strong and they are eager to try new ventures. Staff prepare children well for the next stages in their learning and for their moves to school. Staff share children's achievements with their parents on a daily basis and illustrate them in learning journals. Staff work closely within their small teams to ensure they all know how to meet children's individual needs. They also promote children's understanding of disability and different lifestyles. However, staff are less consistent in helping children to enjoy and explore the diversity of children's additional languages and home cultures.

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

Staff offer to visit families at home prior to children's start at the pre-school. This helps staff to understand parent's priorities for their children and quickly engages parents in their children's pre-school life. Trusting partnerships with parents underpin children's success and fuel exciting improvements across most aspects of the pre-school. The informative website and inspiring outdoor learning areas are two such examples. Caring and highly committed staff also quickly learn how best to support children and their families when guidance from specialist agencies is needed. This results in prompt attention to children's changing needs and family circumstances. Staff are highly effective in nurturing children's growing confidence and emotional well-being. Staff consistently give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy. Children learn to manage age-appropriate risks and interact with each other in a friendly and cooperative manner.

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

Leadership and management of the pre-school is strong, supported by a capable team of staff and an enthusiastic parent body. Effective self-evaluation helps the team identify and drive forward their priorities for improvement. Staff understand and strive to implement the requirements of the Early Years Foundation Stage to a high standard. They diligently carry through arrangements for safeguarding and caring for the children. Staff regularly undertake training to broaden their knowledge and to keep up to date. However, supervision and coaching does not always focus precisely on helping individual staff identify how they nurture and inspire children. As a result, although teaching is good and children progress well, staff are not fully extended to refine their teaching further.

Setting details

Unique reference number	110081
Local authority	Hampshire
Inspection number	987889
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	41
Name of provider	Westfields Pre-School Playgroup Committee
Date of previous inspection	29 June 2010
Telephone number	01252 879846 or 01252 661626

Westfields Pre-School Playgroup registered in 1996. It operates in Yateley, Surrey. The pre-school is open each week day during school term time from 9am until 3pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four. All of the six staff who work with the children hold relevant qualifications at level 3 and above. The pre-school also employs an administrator and two lunchtime assistants.

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