

Westleaze Pre-School

Northleaze Primary School, Brook Close, Long Ashton, Bristol, Avon, BS41 9NG



Inspection date

19 May 2015

Previous inspection date

17 October 2011

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

- Children progress well in all areas of learning. Staff are very well qualified and have a good understanding of how children learn. They provide a balanced, extensive range of activities to help motivate and teach children.
- Children develop close attachments with the staff and demonstrate that they feel safe, secure and comfortable in their surroundings. Staff have high expectations of children and, as a result, children manage their own behaviour well.
- Children have very good opportunities to develop and extend their play, inside and outside. They relish outdoor play and gain essential skills for their future learning.
- The staff work well as a team and regularly evaluate their practice. Through evaluation, they demonstrate their drive to improve and provide high-quality care for the children. Staff are clear about their roles and responsibilities, and have a good understanding of safeguarding procedures.

It is not yet outstanding because:

- Children have a balanced range of resources available to them; however, these are in boxes with unclear labels. This means that children are not always able to easily see which resources are available to them and does not support them in understanding that print has meaning.
- Links with other early years settings that children attend are not fully developed, to help all adults support children's learning consistently.

What the setting needs to do to improve further

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

- increase opportunities for children to start to understand that print has meaning, through the use of items such as labels, and to help them to easily make choices from the available resources
- strengthen partnerships with other early years settings that children attend so that all adults involved with the children's care are able to closely share and contribute effectively to children's learning and development.

Inspection activities

- The inspector observed activities in the play room, the outside areas and the school hall.
- The inspector held a meeting and conducted a joint observation with the owner/manager of the group and the pre-school teacher.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and the pre-school's improvement plan.
- The inspector took into account the views of parents, carers and the children spoken to on the day.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, risk assessments and the pre-school's operational plan.

Inspector

Hilary Tierney

Inspection findings

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

Children progress well because they are motivated and eager to learn. Staff extend activities to help children develop in their learning. They support children's communication and language skills well, and use open questions to promote discussion and help children think. For example, children enjoyed talking about a teddy on the path, how they could reach it safely, and what they could do to help the teddy if it was hurt and to find its owner. Children learn about sharing and taking turns. They enjoy stories and looking at books with staff. They develop their physical skills during activities, such as using scissors confidently as they create designs. Children are able to develop their early writing skills as staff encourage them to write their names on their work. Staff prepare children well for the next stages in their learning.

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

Children are welcomed into a warm, friendly and secure environment where they demonstrate they have a sense of belonging. Children are well behaved and understand the rules of the group; for example, they ask for toys politely and say they are not happy about something if their friend takes a toy from them. Children enjoy exploring the outdoor areas. They work well together in the school play area, building with blocks to walk and roll on. Staff are good role models and effectively promote good personal hygiene practices. Children enjoy snack and meal times. Through the close links with the school, they are able to eat lunch in the school hall with the school children. This helps children prepare for when they move to school.

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

The provider is clear about her responsibilities in meeting the requirements of the Early Years Foundation Stage. Through regular discussion and appraisals, staff training needs are identified and their professional development is supported to a high level. This results in staff maintaining the quality of teaching to a consistently good standard. Clear observations and assessments contribute to helping staff meet the individual needs of the children and monitoring their progress. Safety is a high priority for the staff. The premises are kept secure when children are present and staff supervise children well. Staff have developed excellent partnerships with parents, who receive very good information about their child's learning through verbal feedback and the new online system. Parents spoken to indicate that they are extremely happy with the care provided and the commitment of the staff to providing good-quality care.

Setting details

Unique reference number	EY332074
Local authority	North Somerset
Inspection number	834699
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	21
Number of children on roll	40
Name of provider	Jacqueline Brooks
Date of previous inspection	17 October 2011
Telephone number	01275 395533

Westleaze Pre-School registered in 1992 and re-registered at its current premises in 2006. The pre-school is open each weekday, from 9am until 3pm, during school term times. The pre-school receives funding for the provision of free early education for children aged three and four years. There are five members of staff who work directly with the children, including the owner/manager. Two members of staff hold Qualified Teacher Status and two members hold childcare qualifications at level 3.

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