

Westfield Pre School

Westfield Road, Hoddesdon, Hertfordshire, EN11 8RA



Inspection date

21 October 2015

Previous inspection date

16 January 2012

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--------------------------------------------------------|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- The planning undertaken by the manager of the pre-school is not effective. This is because the information that she provides does not reflect each child's current stage of development. As a result, staff are not aware of each child's individual next steps in learning, in order for them to make good progress.
- Clear information is not consistently sought from parents about their child's current stage of development before they start to attend. Therefore, staff are not always able to use this information to help them establish children's learning needs at the start of their placement.
- The manager does not effectively monitor her staff's practice as part of performance management. As a result, she has failed to identify that at times teaching does not fully meet children's needs.

It has the following strengths

- Children's personal and emotional development are supported by staff. Children demonstrate that they feel safe and are secure and happy in the pre-school environment.
- Children enjoy exploring and investigating their environment. They discover that they can draw with chalk on both wet and dry surfaces.
- Children are able to manage their own personal needs in relation to their stage of development. For example, they take off their own coats after coming in from outdoor play and wash their hands before snack.

What the setting needs to do to improve further

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

| | Due Date |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ■ ensure that planning accurately reflects each child's current stage of development and helps staff to support their individual next steps in learning | 05/11/2015 |
| ■ build on the systems for monitoring staff practice as part of performance management and support staff to consistently deliver a good quality of teaching | 05/11/2015 |
| ■ improve the two-way flow of information with parents in relation to children's starting points when they first begin attending. | 05/11/2015 |

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager and spoke to several staff. She looked at relevant documentation, such as information relating to the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. All staff in the pre-school are required to attend regular safeguarding training. This helps them to maintain their understanding of the issues surrounding child protection. The manager has completed designated person training and is, therefore, able to advise her staff should they have concerns about a child in their care. The manager has a reasonable understanding with regard to her responsibility to meet the requirements of the Early Years Foundation Stage. However, systems for monitoring staff performance are not fully effective which has a negative impact on the service provided to children. This is because she does not support staff to consistently deliver a good quality of teaching. Parents are encouraged to voice their views and opinions. For example, the manager includes a reminder in the regular newsletter she sends to parents. This information is used as part of the pre-school's action plan for improvement.

Quality of teaching, learning and assessment requires improvement

Planning does not accurately reflect the precise learning needs of all children attending. Therefore, staff do not provide a range of appropriate activities that support children, including those with special educational needs, to make good progress. Children generally enjoy their time at the setting and are occupied, although on occasion, activities lack appropriate levels of challenge. For instance, younger children's abilities are not considered by staff when using physical play equipment in the main school hall. As a result, they do not engage, choosing to wander around watching more-able children climb on to or bounce on the equipment. Staff find out information from parents about aspects of their child's development before they start. However, this does not always include information about their starting points across all relevant areas of learning. Therefore, staff are not always able to accurately plan for children's individual needs from the start of their placement. Children enjoy being able to help themselves to a wide range of resources. They have fun learning about the world around them when they spend time in the two outdoor play areas.

Personal development, behaviour and welfare require improvement

Staff generally help children to learn how to play cooperatively together and develop control over their actions. Children develop special friendships with their peers and in the main can share resources. However, at times activities do not always effectively match children's individual needs. Children develop close relationships with their key person and other staff. They are able to freely share their concerns and show a strong sense of belonging in the pre-school.

Outcomes for children require improvement

Children develop the basic key skills needed for the next steps in their learning, in readiness for starting school.

Setting details

| | |
|------------------------------------|------------------------------------|
| Unique reference number | 124117 |
| Local authority | Hertfordshire |
| Inspection number | 874786 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 28 |
| Name of provider | The Westfield Pre-School Committee |
| Date of previous inspection | 16 January 2012 |
| Telephone number | 01992 410310 |

Westfield Pre School was registered in 1984. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including the manager who holds an appropriate early years degree. The pre-school opens on Monday, Wednesday and Thursday from 9am until 3pm, and on Tuesdays and Fridays from 9am until 12 noon, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a small number of disabled children and those with special educational needs.

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