

# Westdale Pre-School

Westdale Childcare and Education Unit, Westdale Infant School, Westdale Lane,  
Mapperley, Nottingham, NG3 6ET



## Inspection date

Previous inspection date

8 December 2015

7 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff take account of children's individual needs and interests to plan very exciting and stimulating activities in a rich and enabling environment. They plan precise, focused activities which build on individual children's next steps in learning. Assessment is regular and precise. All children make rapid progress from clearly established starting points.
- Children are busy and engaged in their play and learning. They are extremely well challenged and staff prepare them exceptionally well for the next stage in their learning. The quality of teaching is consistently excellent throughout the pre-school.
- There is excellent communication and sharing of information about children's needs and progress with parents. They are all very involved in children's learning and staff work closely with parents. Staff ensure all children make rapid progress in their learning.
- Children are very happy and secure in this welcoming pre-school. Staff obtain very detailed information from parents about each child's well-being and needs. Children's behaviour is excellent and they are kind to each other. Staff teach children to share and take turns as they play.
- The pre-school has initiated strong links with other local early years providers and the school with whom they share the site. Staff share ideas and best practice and work closely with other professionals to support all children and their families extremely well. The enthusiastic management team has a very clear plan of how to improve the exceptionally high-quality provision even further.
- The monitoring of staff practice and children's progress is exceptionally well documented and thorough. Staff are highly motivated and there is an excellent drive for continuous improvement. Very effective self-evaluation includes input from staff, parents and children.

## What the setting needs to do to improve further

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

- extend highly effective partnership working in order to increase the excellent outcomes for children even further.

### 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 a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and office manager, and looked at relevant documentation, such as 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

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff implement robust procedures to keep children safe. Meticulous documentation is maintained to record health and safety information. Children are protected extremely well and staff and parents work very well together on this. The inspirational drive for improvement is highly effective and well documented. Specifically targeted staff training helps staff to continually improve their excellent practice. The manager recognises that links with the on-site school can be extended even further. Children's progress is closely monitored and moderated by staff. Staff are extremely well supported by the management team in order to shape their own professional development. This has a very positive impact on children's learning. Strong links with the other settings that children attend mean that their learning in both settings is complemented and information about their progress is shared.

### Quality of teaching, learning and assessment is outstanding

Expectations for children's learning are high and they achieve high levels of competence in their learning and development. The large room is exceptionally well set out. Children choose independently from a wealth of immensely exciting resources and activities. Three-year-old children really enjoy exploring the feel of ice and artificial snow when they play with arctic animals in a tray. Children benefit exceptionally well from working with a member of staff in very small groups to concentrate on speech and language development. Staff teach all children new vocabulary and encourage them to extend their sentences. Children take home picture books to share with their parents and carers. This helps them to extend their language development further and involves parents in children's learning. Four-year-old children are very confident and imaginative in their role play and their use of construction toys. They are beginning to recognise and write their names and other familiar words and numbers. They order pictures by size and label them with the correct word, such as big and small. Staff help children to count how many spades full it takes to fill a bucket and to solve practical problems as they play in the sand.

### Personal development, behaviour and welfare are outstanding

Children's well-being is given very high priority. They are frequently praised and gain confidence and very good self-esteem. There are excellent relationships between staff and children. Staff promote healthy eating extremely well throughout children's time at the pre-school. Children are active outdoors each day in exceptionally well-organised and resourced outdoor areas. They learn about the importance of exercise and how to keep themselves safe in a range of situations. Children are involved in community events and learn a great deal about a range of cultures and beliefs. Staff are highly successful in preparing children emotionally and developmentally for their move on to school.

### Outcomes for children are outstanding

All children, including those who receive funded education, are extremely well supported in preparing for school. They learn to reflect on their learning and make rapid progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY332804
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	862544
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Westdale Pre-School Committee
<b>Date of previous inspection</b>	7 February 2011
<b>Telephone number</b>	0115 8404140

Westdale Pre-School was registered in 2006. The pre-school employs nine members of childcare staff, eight of whom hold appropriate early years qualifications at levels 3 to 6. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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