

Westfield Pre-school

Westfield Road, Hoddesdon, Hertfordshire, EN11 8RA



Inspection date

7 June 2016

Previous inspection date

21 October 2015

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

Summary of key findings for parents

This provision is good

- Staff support children well to develop their speaking and listening skills. Children who speak English as an additional language and those with below expected achievement for communication are rapidly gaining confidence and competence in understanding and using new words.
- Children benefit significantly from the opportunities for outdoor learning. Staff recognise those children who prefer to learn in the open air. They offer a wide range of experiences to meet their needs, using one of the outdoor areas very successfully.
- Staff plan effectively, making sure they use their assessments of what children know and can do as the basis for the experiences they offer. This has a positive influence on children's progress.
- Partnerships with parents are very effective. They speak highly of the provision and the staff who work with their children. Parents are well informed about their children's progress and receive good support to help them promote children's learning at home.
- Staff work exceptionally well with other agencies to support families and provide children with good learning experiences. The close working relationship with the primary school contributes significantly to the ease with which children move on to school.

It is not yet outstanding because:

- The manager does not consistently receive the same level of support, guidance and challenge through supervision as other members of the team.
- The small wooded area next to the outdoor play area is not used as effectively as possible. Staff do not always plan, resource and teach to the same good level that they achieve in other areas of 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:

- extend the effective supervision arrangements in place for the staff team to include the manager, in order to ensure she receives support, guidance and challenge
- increase staff confidence about teaching in the Forest School area, in order help them plan and resource it more effectively to support optimal learning opportunities for children.

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 looked at relevant documentation, including the pre-school's action plan, policies, children's progress records and the evidence of the suitability of both the staff and committee.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The team of staff works well together. They reflect on their practice and develop useful action plans. They use these effectively to help them secure improvements and to build on the things they do well. The arrangements for safeguarding are effective. Procedures for reporting concerns about children's welfare are clearly understood. The team regularly attends training to keep themselves up to date with changes to current practice and legislation. The arrangements for the supervision of the team to support their continuous professional development are having a positive impact on developing skills. Staff gather information from parents about what children can already achieve and are using this well to plan further experiences. The manager and each key person monitor children's progress. They put in place effective additional support for children where it is needed.

Quality of teaching, learning and assessment is good

Children enjoy a variety of experiences each day. The majority of activities are very well thought through and support children to develop their skills. Children benefit from being able to choose the experiences that interest them most. Staff are skilled in using the opportunities to extend children's learning. For example, children enjoying the outdoor pretend play with staff explore shopping and cooking a meal, learning about money and planning as they play. Staff help children to investigate shape and colour as they play with the magnetic colour blocks. Children test themselves, showing good levels of concentration and perseverance as they try to construct stable three-dimensional structures. Children delight in listening to the engaging story times in small and large groups. Staff are adept at involving children in the lively stories that they all enjoy.

Personal development, behaviour and welfare are good

Children are generally very well behaved. Where children have difficulty in expressing their feelings in a positive and safe way, staff work with parents to develop appropriate strategies. Children are independent, managing as much of their personal care as possible. Staff support this well making sure most resources are within easy reach and by encouraging them to have a go at things for themselves. Staff are good role models. They demonstrate how to share and take turns, always remembering to say please and thank you. This has a positive impact on how children relate to one another. Children settle well. Staff quickly develop supportive relationships with children and their families. Children show a good understanding of safety issues as they help to complete the safety check each day.

Outcomes for children are good

Children are well prepared for school. Staff help them to learn many of the important concepts on which they can build their skills. For example, children use their knowledge of numbers to solve simple addition and subtraction sums. They are keen to share their understanding of letters and sounds as they explore the letter templates used to support writing. Children are making good progress from their individual starting points. Staff successfully support children to catch up where they previously had gaps in their learning.

Setting details

Unique reference number	124117
Local authority	Hertfordshire
Inspection number	1031381
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	43
Name of registered person	The Westfield Pre-School Committee
Registered person unique reference number	RP904662
Date of previous inspection	21 October 2015
Telephone number	01992 410310

Westfield Pre-school was registered in 1984. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and the manager has a foundation degree. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from midday until 3pm on Monday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability and children who speak English as an additional language.

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