

Little Westies Childrens Club

Westfield First School, Durrants Lane, Berkhamsted, HP4 3PJ



Inspection date

1 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager and staff have high expectations of themselves and of what the children can achieve. Effective use is made of the attractive environment and good quality resources to provide children with a range of activities that supports their learning well.
- Children are safe and secure in this welcoming pre-school. Staff are deployed effectively, ratio requirements are met and children are supervised very well.
- The quality of teaching is good. Staff have a good understanding of how children learn. They know what different aged children are expected to achieve in each area of learning. This helps them identify where children need additional support to help them catch up.
- The manager has an accurate understanding of what the pre-school does well and where further improvement is needed. A strong partnership with parents and others supports children's good progress, including those at risk of delay.

It is not yet outstanding because:

- Staff do not always give younger children enough time to use spoken language to express themselves and older children time to organise and express their thinking and ideas.
- Staff do not routinely use the information they gather about what children know and can do already, when planning activities. This means that older children in particular, quickly lose interest and do not get the most out of some activities and learning experiences.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to use talk to connect ideas and older children to organise, sequence and clarify their thinking and ideas
- ensure all staff use what they already know about children to inform planning, so that activities meet the individual needs of older children, and build on what they know and can do already.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are aware of their role in keeping children safe and who to contact if they have concerns about a child's welfare. Regular meetings are held with staff to help them understand their roles and responsibilities. The manager monitors the quality of teaching across the pre-school to ensure that practice is consistently strong. Supervision meetings are used for staff to share their concerns about their key children and for the manager to check assessments are up to date. The manager reviews children's overall progress, which is supported by the accurate assessments of children's learning. The professional development and performance management of staff is effective in maintaining the good quality teaching and learning. The manager uses additional funding effectively to support the needs of individual children.

Quality of teaching, learning and assessment is good

Children benefit from a good quality resources and wide range of interesting activities that effectively meets the needs of young and older age groups. Staff are alert to new children's interests and tailor activities well to encourage them to join in. For example, they successfully encourage reluctant children to explore outdoor play by following their interest in water and providing these activities outdoors. They give them opportunities to investigate through play, such as exploring the garden for insects with a magnifying glass, and collecting leaves and twigs. Children develop a strong sense of achievement and take pride in their abilities, such as when they balance on stepping stones and walking stilts. Children send a car down the connected guttering and persevere to work out where it may be when it does not come out the other end. Children use their imagination well as they dress up as superheroes and princesses. They say that they enjoy being at pre-school and playing with their friends.

Personal development, behaviour and welfare are good

Staff are positive role models. Behaviour is good and staff are consistent in their approach to behaviour management. Staff help older children understand the importance of respecting one another. They provide children with clear explanations as to why certain behaviour is not acceptable. New children settle well and staff sensitively meet their care needs. Children gain an awareness of people's differences beyond their own experiences. For instance, they look at storybooks, pictures in the environment and have discussions with staff. Staff promote children's health and well-being effectively. Mealtimes are organised well. Children follow good hygiene procedures, which include washing their hands before food.

Outcomes for children are good

Children are confident, happy and settled. They develop good social skills and enjoy playing with others. They demonstrate a natural curiosity and talk expressively about their observations and ideas as they play and explore. Older children learn a good range of skills that prepares them well for school. Children, including those in receipt of funding, make good progress in their learning and development.

Setting details

Unique reference number	EY481028
Local authority	Hertfordshire
Inspection number	989634
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	19
Name of registered person	Lynne Marie Hanson
Registered person unique reference number	RP515534
Date of previous inspection	Not applicable
Telephone number	07816 038971

Little Westies Childrens Club was registered in 2014. The pre-school operates from the nursery classroom of Westfield School in Berkhamsted, Hertfordshire. It is open Monday to Friday from 11.45am to 3.10pm for children who attend the morning nursery session at Westfield school. Other children, who do not attend the nursery, can join the pre-school from 12.10pm to 3.10pm. The pre-school employs five members of staff, all of whom hold relevant childcare qualifications. The pre-school supports children who speak English as an additional language or children who have special educational needs or disabilities. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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