

# Westfield Pre-school

Westfield Childrens Centre & Preschool, Croxley View, WATFORD, WD18 6AE



<b>Inspection date</b>	10 January 2017
Previous inspection date	18 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Staff do not exchange information with parents about children's skills and interests. Children do not benefit from consistent and continuous support between home and pre-school.
- Supervision of practice is not focused enough on reflecting and developing staff's teaching skills. Staff lack consistent support from the manager.

### It has the following strengths

- Children's mathematical development is promoted through their play. They learn to count while picking a number and rolling the corresponding number of cars down a ramp.
- All children, including those who have special educational needs and who speak English as an additional language, are assessed on their progress. Staff adapt activities to reflect the different ways in which children learn.
- The key-person system is in place. Key staff gather information from parents about children's personal needs, routines and dietary needs. Children are comfortable with routines and enjoy their time at pre-school.
- Staff teach children about life in Britain, exploring different cultural festivals and their community. Children access multicultural books and costumes in the role play area.
- Recruitment procedures are secure. Managers and staff go through regular suitability checks. They are qualified and participate in mandatory training for their roles.
- Staff conduct risk assessments of the indoor and outdoor play areas. Children explore and play in safety. Through gentle reminders from staff, children learn to keep safe.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ develop an ongoing two-way flow of information with parents about children's skills and interests to ensure that all children benefit from continuous support to their learning	13/02/2017
■ develop further the procedures to supervise staff's practice to provide consistent opportunities for them to develop their teaching skills.	13/02/2017

### Inspection activities

- This inspection was carried out as a result of a risk assessment following information Ofsted received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed joint evaluations of activities with the pre-school manager.
- The inspector held a meeting with the pre-school manager and senior managers. She looked at relevant documentation, such as evidence of the suitability of staff working at the pre-school and their qualifications and training.
- The inspector looked at the pre-school's policies and procedures and discussed with the manager the pre-school's self-evaluation process.
- The inspectors took account of the view of parents spoken to at the inspection and from written feedback.

### Inspector

Karina Hemerling

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Staff are qualified and trained, but the manager does not make best use of supervision meetings to support staff to raise the quality of their teaching so that children make good progress. The arrangements for safeguarding are effective. Managers and staff understand their duty to protect children. Staff know where to find support should concerns about children's welfare arise. Policies that guide practice are in line with current legislation. Staff supervise children and record their attendance in registers to monitor ratios. Children benefit from links with and support from the local authority and children's centre.

### **Quality of teaching, learning and assessment requires improvement**

Parents are not encouraged to engage in a shared approach to be actively involved in their children's learning. Children do not benefit from a continuous approach to learning and staff are not always able to build on learning that children bring from home. However, staff prepare educational programmes based on their understanding of children's learning needs and interests. Children explore a range of activities. They develop their physical skills and coordination when threading beads or using toy hammers with pins. Staff promote children's basic next steps in learning. They have introduced story sacks with props to engage children in reading sessions. However, staff do not have consistent support in developing their teaching skills further.

### **Personal development, behaviour and welfare require improvement**

Staff keep the pre-school clean and teach children about good hygiene. Routines include teaching children to manage their own needs. Staff provide children with plenty of outdoor play, where children exercise and enjoy the fresh air. The outdoor area provides children with learning opportunities that are planned by staff or chosen by children. In the garden children read, draw, enjoy ride-on toys and play ball games. They especially enjoy running in the large space and playing on playground equipment. Staff provide children with healthy snacks and fresh drinking water. Children share good bonds with staff and behave well. Staff use praise to boost children's confidence. Children are comfortable with routines and enjoy their time at pre-school. Staff work with parents to support children's care needs effectively. However, they do not share information with parents about children's development to support their learning effectively.

### **Outcomes for children require improvement**

The progress that children make is not as rapid as it could be given their starting points. Staff do not share enough information with parents to help them extend and challenge children even further. Nevertheless, children are experiencing a range of adult-led activities and opportunities to start their own play. They use the outdoor mud kitchen and learn about what happens when soil and water are mixed together. Children learn from one another and play together, developing their social skills. They hold each other's hands when playing on the balancing equipment. They take turns as they use the slide and share scooters and bicycles. They are acquiring some basic skills to help prepare them for the next stage in their learning, and their eventual move to school

## Setting details

<b>Unique reference number</b>	EY458177
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1081053
<b>Type of provision</b>	Sessional 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>	28
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	18 July 2013
<b>Telephone number</b>	07900 677499

Westfield Pre-school was registered in 2013. The pre-school employs nine members of staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens each weekday, term time only. Sessions are from 9am until 3pm, with the exception of Wednesday, when the pre-school closes at midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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