

# Westfield Preschool

Memorial Institute, Doncaster Avenue, Sandiacre, Nottingham, NG10 5FJ



<b>Inspection date</b>	21 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships between staff, parents, external agencies and other early years professionals are very strong. They all work effectively together to provide children with continuity and consistency in their care and learning.
- Staff are particularly skilful at encouraging children to have a go, persevere and enjoy success in their chosen tasks. Children are motivated and become engrossed in their learning.
- Staff observe children at play and use the information they gain from this effectively to assess what children need to learn next. They ensure all children, including those who have special educational needs and/or disabilities, are fully included and make good progress in their learning and development.
- Staff are strongly focused on building children's communication skills and their physical, social and emotional development. All children enter the pre-school happily and develop strong relationships with others.
- Leaders, managers and staff are committed to maintaining continual improvement in the quality of teaching and in children's learning. They are reflective practitioners and seek and act upon the views of parents and children.

### It is not yet outstanding because:

- Not all staff are aware of the plans that individual children's key persons have in place to support children's future learning. As a result, these staff are not able to fully support children to make the best possible progress.
- Although staff do give children some opportunities to make decisions and lead their own play, they do not challenge them well enough to make as much progress as possible in developing their thinking skills. Occasionally, they offer children solutions too readily, without giving them encouragement to think things through for themselves.

## What the setting needs to do to improve further

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

- share information more effectively so that all staff are well informed and are able to give children the support they need to make rapid progress in their learning
- focus more sharply on helping children learn to think for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and she assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Dianne Adams

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff use training to develop their knowledge of child protection issues. They all know the action to take, in order to protect children from harm and neglect. Managers recruit staff safely. They carry out rigorous checks to help ensure staff are suitable to care for children. Effective induction and coaching from managers helps staff to extend their knowledge and skills. Staff identify and minimise hazards. They ensure children are safe as they play. Parents share very positive views about the pre-school. They state that staff are warm and welcoming. They feel fully involved in the plans made for their children's learning.

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

Teaching is consistently strong. Staff are well qualified and have a strong understanding of how children learn and develop. They plan stimulating activities that encourage children to make choices and to become actively involved in their learning. Children show curiosity and thoroughly enjoy being creative using their imaginations. They choose to build structures with bricks and enjoy dressing up as their favourite superheroes. Staff engage well with children and respond effectively to children's interests. For example, staff sit with children to look at books of photographs and talk to them about what they were doing when the pictures were taken.

### Personal development, behaviour and welfare are good

Children have fun and enjoy their time in this relaxed and friendly pre-school. They show that they feel safe and emotionally secure as they confidently engage with adults and visitors. Children learn to contribute positively to the pre-school because of the good behaviours modelled by staff. They show respect towards others and learn to share, negotiate and cooperate. Children thoroughly enjoy exploring in the well-resourced outdoor play areas. They develop a respect for the natural world as they water and care for trees they have planted. Children follow instructions and are learning to keep themselves and others safe. They respond well to requests from staff to tidy away resources and safely use knives to cut fruit at snack time. Children's self-esteem is built upon as a result of the praise they receive for their efforts and achievements.

### Outcomes for children are good

All children are prepared well for school when the time comes. They are confident talkers, including children who speak English as an additional language. Children develop their physical skills as they experiment with oats. They use their hands to feel the texture and use tools, such as tweezers, to move oats from one bowl to another. Children develop their early reading skills as they explore books alone and with others. They confidently identify words that rhyme and concentrate well as they make the sounds that letters represent. Children are learning to be independent. They learn to attend to their own toileting needs and to put on their coats and Wellington boots to play outside.

## Setting details

<b>Unique reference number</b>	EY486174
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1005778
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Westfield Preschool CIC
<b>Registered person unique reference number</b>	RP907797
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07494369707

Westfield Preschool was registered in 2015. The pre-school employs six members of childcare staff, including the managers. Of these, three hold appropriate early years qualifications at level 3 and two hold level 2 qualifications. The manager holds a level 5 qualification. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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