

# West End Pre-School

West End First School, Ridge Terrace, Bedlington, Northumberland, NE22 6EB



## Inspection date

20 June 2017

Previous inspection date

4 February 2014

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| 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 are well qualified and experienced. They are passionate about providing good-quality learning experiences for all children. They work well as a team to promote good care and education.
- Staff are proactive and work highly effectively with other professionals and parents. They quickly identify and access any additional support that may be needed to close gaps in children's learning.
- Staff have high expectations of children's abilities. They observe and assess children's development accurately. All children benefit from the targeted support and suitable levels of challenge they need to continually progress well.
- Staff place a strong emphasis on promoting children's speaking and listening skills. They sensitively interact with and question children throughout the session.
- Children very clearly enjoy their time at this happy, positive and nurturing pre-school, where they develop warm and caring relationships with staff. This supports their emotional well-being very effectively.

### It is not yet outstanding because:

- Some staff do not have an enhanced understanding of how to use the repetitive play of young children to help extend their learning.
- The manager does not seek parents' views and opinions fully at times, with particular regard to involving them even further in the ongoing evaluation 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:

- develop a greater understanding of how to use the repetitive actions of young children when they play, to maximise their learning
- explore more ways to gather parents' views and opinions and use these to help identify further improvements and raise the quality of the pre-school to the highest levels.

### 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 carried out a joint observation with the deputy.
- The inspector spoke with children and staff during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff fully understand the procedures to follow should they have any concerns about a child's welfare. There are robust vetting procedures in place to help ensure all staff are suitable to work with children. The manager's overview of the curriculum, teaching practice and children's progress is secure. This helps to ensure that no child falls behind. Staff are enthusiastic and committed to their role and eager to develop new skills through training. Overall, partnerships with parents are good. Staff work closely with parents to provide a consistent approach to children's individual needs. For example, parents are encouraged to attend play-and-stay sessions and are supported to guide their child's learning at home.

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

Staff make good use of their observations and assessments to help identify individual children's next steps. They use this, along with their knowledge of children's likes and dislikes, to plan relevant and challenging activities that children enjoy. Staff effectively support children's communication and language skills. They use a good range of teaching methods, such as pictures, prompts and signs, to help support children's understanding. Staff promote children's mathematical and literacy skills well. For example, children roll the dice and count the dots accurately. They work out which numbers are higher and lower. Many children recognise their names and some initial letter sounds. Staff foster children's interest in the world around them. For example, they learn about the life cycle of a butterfly and eagerly wait for it to emerge from a cocoon.

### Personal development, behaviour and welfare are good

Staff use a wide range of positive strategies to manage and promote children's behaviour. This includes meaningful praise and encouragement as children play alongside their peers. For much of the session, children can access the outdoor area freely. This helps them to get plenty of fresh air and exercise. Children learn to be independent and manage their personal hygiene needs appropriately for their age. Staff work well with local schools when the time comes for children to move on. Teachers are invited to visit children in the pre-school and staff share valuable information to ensure that children have a smooth transition.

### Outcomes for children are good

All children, including those in receipt of funded early education, make good progress in their development. Children make choices about how they spend their time in the pre-school. They develop strong communication, language and literacy skills. Children learn to speak clearly and express themselves. Early writing skills are emerging. Younger children make marks with pens and brushes and older children learn to write their names. Children can follow instructions, respond to questions and listen to others. They are learning good skills for the future.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY417582  |
| <b>Local authority</b>                           | Northumberland                                      |
| <b>Inspection number</b>                         | 1088108   |
| <b>Type of provision</b>                         | Sessional provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 35  |
| <b>Name of registered person</b>                 | West End Pre-School Limited                         |
| <b>Registered person unique reference number</b> | RP530173  |
| <b>Date of previous inspection</b>               | 4 February 2014                                     |
| <b>Telephone number</b>                          | 07765707860   |

West End Pre-school registered in 2010 and is situated in Bedlington, Northumberland. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications, including one who holds Early Years Professional status. Sessions are from 9am until midday and from 12.15pm until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-olds.

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