

Westgate Pre-School

Braddon Close, Morecambe, Lancashire, LA4 4UZ



Inspection date

5 September 2017

Previous inspection date

26 January 2015

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

- Managers and leaders show admirable enthusiasm and cascade this philosophy throughout their team. Staff's strong focus on nurturing children's emotional well-being helps to lay the foundations that support children to flourish, learn and achieve.
- Children are highly valued. Staff provide an inspiring learning environment that fully reflects the backgrounds and cultures of all children. This extends children's understanding of people and communities beyond their own and helps children to recognise what makes them unique.
- High-quality observations help staff to tune in to what children enjoy. Staff use this knowledge together with information from parents and accurate assessments to plan what children need to learn next. All children make consistently good progress.
- Partnerships with parents are very strong. Staff engage parents in their children's learning from the outset. They are confident to share advice and support with parents on aspects, such as behaviour, extending learning and children's safety and welfare. This helps to maintain a collaborative approach to children's care and learning.
- Staff help children to recognise and celebrate their good work through systems, such as 'moments of magic'. These help to boost children's confidence and self-esteem.

It is not yet outstanding because:

- Although systems to monitor staff performance are in place, these are not rigorous enough to provide a sharp focus on enhancing teaching practice to the highest levels.
- On occasions, staff do not grasp opportunities to follow the ideas that children initiate during group time activities, to sustain their interest and enhance learning.

What the setting needs to do to improve further

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

- strengthen the arrangements for performance management and focus more precisely on monitoring individual staff practice more rigorously, to provide a sharper focus on enhancing teaching practice to the highest levels
- seize more opportunities during group time activities to follow the ideas that children initiate, in order to sustain their interest and extend their knowledge and skills.

Inspection activities

- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector held a meeting with the manager. She spoke with children and staff at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff, policies and procedures, children's learning files, a record of staff qualifications and training and the provider's self-evaluation documents.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Regular training and updates help to ensure that all staff have the most up-to-date knowledge of the procedures to follow to protect a child's welfare. Any concerns are dealt with promptly and effectively. Robust recruitment and induction procedures make sure that staff are suitable and have a good understanding of their role and responsibilities. Staff aspire to improve. Incisive evaluations of practice, customised training and influential meetings are focused intently on helping to ensure that children have access to high-quality care and learning. Effective tracking swiftly highlights where early support is required. Staff work in partnership with parents and other professionals to implement targeted learning plans that lead to improved outcomes for children.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good knowledge of how to promote children's learning. Staff skilfully question children during play to promote their thinking skills. For example, as children pack a bag for their holidays in the role-play area, staff ask where they are going and what they will do next. This prompts children to reflect on their own experiences and helps them to extend their communication and language skills. Children who speak English as an additional language are keen to investigate. Staff's good interactions help children to test out their own theories using equipment, such as magnets. This helps children to acquire a good knowledge of different scientific concepts.

Personal development, behaviour and welfare are good

Key persons are warm and caring and welcome children with a friendly smile. They use effective methods, such as finding favourite toys, to help children settle on arrival. This contributes towards children being very happy and assured. Areas of play are creative and inspiring. Staff organise these very well, offering opportunities for children to return to their play following routines, such as lunchtime. Staff are on hand to resolve the very few conflicts that arise during play. They teach children about the importance of finding a compromise, to help them adopt positive relationships with others. Children enjoy their time outdoors in the fresh air and adopt good hygiene routines that promote their health. The transition move on to school is seamless and well supported.

Outcomes for children are good

All children make good progress and gain the skills they need for the next stages in their learning. Children listen to instructions and respond positively. They use tools for a purpose to make marks and snip. Children are keen to learn about the sounds that letters represent and show confidence in identifying the initial letter in their own names. They independently dress up as their favourite characters and challenge themselves further, such as when putting on gloves, to extend their self-care skills. Children from the travelling community communicate freely about their home life adventures, such as visits to the annual horse fair, when returning to pre-school with Stanley the nursery 'bear'.

Setting details

Unique reference number	309474
Local authority	Lancashire
Inspection number	1090702
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	36
Number of children on roll	32
Name of registered person	Wendy Nunn
Registered person unique reference number	RP902969
Date of previous inspection	26 January 2015
Telephone number	01524 832 783

Westgate Pre-School registered in 2001. It operates from within St Martin's Church Hall and meeting room. The pre-school employs eight members of childcare staff. Of these, all hold appropriate qualifications at level 3, including the manager who holds a qualification at level 5. The pre-school is open on Monday, Tuesday, Wednesday and Friday, from 9.30am to 3.30pm, during term time. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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