

Westleaze Pre-School

Northleaze Primary School, Brook Close, Long Ashton, Bristol, Avon, BS41 9NG



Inspection date

22 January 2018

Previous inspection date

19 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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:

- The manager has not attended an appropriate child protection course as lead person for safeguarding children. Staff are not fully confident about their safeguarding policy and procedures, and there are gaps in their understanding of wider safeguarding issues.
- Opportunities for all staff to improve their practice are not consistent. The manager does not offer tailored support and training to address gaps in staff knowledge and skills to raise standards and ensure children benefit from consistently good learning experiences.
- The key-person system is not successful to ensure all staff understand their roles. This has led to some confusion with staff not being aware of their roles and lacking familiarity of specific learning targets for some children.
- Staff do not always plan activities well, particularly for children who require additional support, to close gaps in their learning promptly and improve their rate of progress.

It has the following strengths

- Children are happy and develop secure attachments with staff and their peers.
- Staff have improved the provision for mathematics since the last inspection. Children recite numbers confidently and learn to recognise shapes in their environment.
- Partnerships with parents are sound. Parents are highly positive about their children's learning and care. Staff work closely with parents to share regular information and extend their child's learning at home.
- Staff set clear boundaries for children and model good behaviour. Children follow rules, share and are kind to their friends. They manage their self-care well during mealtimes.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure the lead practitioner for safeguarding children attends an appropriate child protection course, and trains all staff to fully understand their safeguarding policy and procedures, including 'Prevent' duty guidance 	20/03/2018
<ul style="list-style-type: none"> ■ develop staff practice by establishing effective systems for supervision, performance management and ongoing professional development 	22/02/2018
<ul style="list-style-type: none"> ■ improve the key-person system to ensure each child is assigned a named key person who fully understands their role to provide tailored support and address the specific learning needs of their key child effectively. 	22/02/2018

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

- make better use of the information taken from children's observations to plan targeted learning experiences based on identified next steps in learning, so that all children make consistently good rates of progress from their starting points.

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 undertook joint observations of two planned activities with the manager and discussed the findings.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector
Shahnaz Scully

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has addressed previous recommendations raised at the last inspection well. However, she has not undertaken child protection training as designated lead person for safeguarding. Consequently, the manager and staff show some gaps in their understanding of wider safeguarding issues, such as those identified in the 'Prevent' duty guidance relating to radicalisation. However, the manager and staff are able to identify most key indicators of child abuse or neglect, and know what to do about these types of concerns. The arrangements for safeguarding are effective. The manager implements suitable induction and recruitment processes for new staff and ensures all staff remain suitable to work with children. However, there are some variations in the level of support some staff receive to improve their practice and address professional development needs, so that all children benefit from consistently good-quality teaching and care.

Quality of teaching, learning and assessment requires improvement

Staff monitor children's progress. They know what children can do and what they need to learn next to aid their development. However, staff do not always use this information effectively and the quality of teaching is not always consistent. For example, some adult-led activities lack purpose and do not reflect the specific needs of the children, such as speech development. Hence, not all children benefit from these experiences and some lose interest. However, during group circle times, children show higher levels of engagement and motivation. For example, when staff introduce a familiar soft toy from a box, children become excited as they pass the soft toy creature around the circle attentively and gently give it a hug. Staff encourage children to explore books, and teach them to recognise letters and the sounds they represent.

Personal development, behaviour and welfare require improvement

Due to recent staff changes, the role of key person is not fully established and some parents are unsure of their child's assigned key person. Children do not consistently receive the support they need to remain motivated and interested. Staff promote children's good health effectively. For example, during the inspection, children enjoyed being physically active while playing a parachute game. They moved around on their hands and knees, and jumped and crawled as they imitated being dinosaurs. Staff encouraged children to put their hands on their chest to feel their rapid heart rate while praising their good efforts for joining in. Children settle with ease on arrival and staff keep parents up to date about their children's progress, such as via an online system.

Outcomes for children require improvement

Some inconsistencies in staff teaching and planning means that not all children benefit from activities, for example, to extend their language and keep them fully engaged in their learning. However, children develop some skills in preparation for the next stage of their learning. For example, they learn to hold pencils using correct pincer grip and follow instructions well. Children are confident to explore and ask questions. They behave well and learn to manage their personal care needs independently.

Setting details

Unique reference number	EY332074
Local authority	North Somerset
Inspection number	1092677
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 5
Total number of places	20
Number of children on roll	34
Name of registered person	Jacqueline Brooks
Registered person unique reference number	RP511913
Date of previous inspection	19 May 2015
Telephone number	01275 395533 or 07932594250

Westleaze Pre-School registered in 2006 and is located in Long Ashton, Bristol. The pre-school is open each weekday from 9am to 3pm, during school term times. The pre-school receives funding for the provision of free early education for children aged three and four years. There are five members of staff who work directly with the children. This includes the manager who is qualified at level 3, three staff who hold qualified teacher status, and one who is unqualified.

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