

Westwood Farm Community Pre-School

Community Centre, Downsway, Tilehurst, Reading, Berkshire RG31 6SL



Inspection date	17 September 2018
Previous inspection date	13 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

The provision is good

- Leaders, the committee and staff accurately evaluate the quality of the pre-school provision. They create a stimulating learning environment and continually make further improvements to enhance experiences for children.
- Staff care for children in a sensitive and responsive way. Children form close relationships with staff and build trusting emotional attachments that have a positive effect on the way they develop their independence.
- Children enjoy learning outdoors. They develop good physical skills and they confidently ride wheeled toys and show great enthusiasm when using the slide. Staff engage enthusiastically in children's physical play and support children's well-being successfully.
- Staff regularly observe children's play and assess their individual learning closely, which helps them to target how they plan the next steps in learning for each child.
- Staff develop good relationships with parents. Parents are kept fully informed about their children's development. They are very complimentary about the quality of support, care and learning experiences their children receive from the passionate and dedicated staff team.

It is not yet outstanding because:

- The existing staff monitoring procedure is not sharply focused to help every member of staff extend their knowledge and raise the quality of teaching to the highest level.
- Staff do not obtain enough information from parents about what children already know and can do when they first start, to help them fully plan their learning from the onset.

What the setting needs to do to improve further

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

- make greater use of staff monitoring procedures to more precisely identify areas to develop further, to help raise quality of teaching to an outstanding level
- gather more precise information when children first start and consider prior achievements fully when assessing their starting points to inform future planning.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning, and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the chairperson of the committee. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

The manager successfully supports the whole team and has a strong determination and passion to drive further improvements. This has a positive impact on children's achievements. Professional development opportunities for staff help ensure teaching is good. For example, recent training has enabled staff to be more confident when supporting children's creative and messy play in all environments. Safeguarding is effective. Leaders and staff are clear about their responsibility in protecting children and keeping them safe. There are secure recruitment procedures to check the suitability of staff and the management committee. Overall, staff receive regular individual support meetings where they can seek advice and discuss their own development opportunities. The manager monitors how well individual and different groups of children achieve across all areas of learning. Parents are provided with a good overview of how well their children are progressing and are encouraged to be involved in their child's learning at home. Strong partnerships with local schools help to maintain consistency and continuity for children's learning.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children and make accurate assessments of their learning and development. They monitor how well children are progressing and identify any potential areas where achievement is less than expected. Overall, children are achieving their developmental expectations at the time of their two-year-old progress check. Staff support children's communication and language skills well. For example, they consistently involve children in conversation about recent holidays, their families and interests. Staff repeat and encourage children to remember new words, such as 'caterpillar'. Children quickly settle into routines and enjoy adults reading to them at the end of the session. Children make many choices in their play and enjoy voting for their favourite story to be read, using lolly sticks.

Personal development, behaviour and welfare are good

Children build secure relationships with staff and there are effective key-person roles. This helps to positively support children's emotional well-being. Staff are very good role models and provide specific praise when children are kind, helpful and polite. Children's behaviour is good. Children form positive friendships and develop good social skills. Children are beginning to learn about keeping safe as they play, and how to share and take turns. They develop positive values throughout their play and routines. Children have useful opportunities to exercise and move with control in the garden and inside. Children explore many resources to help them learn about different people, their communities and cultures.

Outcomes for children are good

Children are confident and enthusiastic learners. Young children display good attention when listening to familiar stories and predict what will happen next. Early mathematical skills are fostered well and older children learn more about numbers, counting, size and shapes. All children are developing the dispositions and attitudes that prepare them well for the next stage of learning, including being ready for school.

Setting details

Unique reference number	110747
Local authority	West Berkshire
Inspection number	10066586
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	37
Name of registered person	Westwood Farm Community Pre-School Committee
Registered person unique reference number	RP901849
Date of previous inspection	13 January 2016
Telephone number	01189 429 865

Westwood Farm Community Pre-School has been running since 1975 and registered with Ofsted in 1992. It is based in the Tilehurst area of Reading, West Berkshire. Sessions run Monday to Friday from 9.10am to 11.40am and from 12.40pm to 3.10pm, during term time only. A lunch club runs between these sessions from 11.40am to 12.40pm, to enable children to access full day care. A total of 13 members of staff are employed to work with the children, of whom 10 hold relevant qualifications at level 3 and one at level 5. The pre-school is in receipt of funding for the provision of free early years education to children aged two, three and four years.

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