

Westfield Pre-school

Westfield Road, Hoddesdon, Hertfordshire EN11 8RA



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| Inspection date | 8 October 2018 |
| Previous inspection date | 7 June 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 |
| 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

The provision is good

- Children are given a warm welcome at the pre-school. Staff provide a well-resourced environment where children can safely explore, both indoors and outdoors. This supports children's emotional development and well-being.
- Staff get to know the children and their families very well. Parents comment that their children really enjoy their time at the pre-school and that they are making very good progress.
- Staff ensure that all children are supported well. This means that all children who have special educational needs (SEN) and/or disabilities make good progress in their learning.
- The outdoor environment has been imaginatively developed to include all areas of learning, to support children who learn best outside. Children enjoy treasure hunts, making dens and singing around the 'camp fire'.
- Staff have developed strong links with the host school, so that children become familiar with the school environment and the teachers. This helps to prepare children as they move on to their next stage of learning.

It is not yet outstanding because:

- The supervision of staff is not regular enough to be a fully effective aid to monitoring, supporting and improving their practice.
- The manager and staff do not use the information gained from assessments to review the progress made by different groups of children, to identify any gaps in learning and focus teaching.

What the setting needs to do to improve further

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

- extend the existing systems for evaluating and monitoring staff performance to continue to strengthen and build on the good practice already demonstrated
- strengthen the monitoring of children's achievements, so that the progress of different groups of children is reviewed and used to support them to make even more rapid progress in their learning and development.

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 completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

Children are warmly welcomed into this well-resourced pre-school where they can safely explore, both indoors and outdoors. The arrangements for safeguarding are effective. All staff have a good understanding of their roles and responsibilities in promoting children's welfare. Recent training has helped to ensure they know how to keep children safe from extreme views or behaviours. Thorough recruitment and induction procedures ensure that adults working with the children are suitable. Staff work very closely with parents, school staff and other professionals to ensure all children's needs are effectively met. Additional funding is used well to help all children make good progress. The manager and staff demonstrate a strong commitment to developing the pre-school and have targeted plans for the future.

Quality of teaching, learning and assessment is good

Staff gather information about children's capabilities when they start and use this information to plan appropriate activities for them. Key persons can talk in detail about what children know and can do, and how they plan to help them progress. Children's communication and language are promoted well. For example, they learn to listen carefully to stories and join in with songs and rhymes. Staff sensitively bring in numbers and counting with children, such as measuring ingredients to make play dough. Staff use the local environment well to extend children's learning. For example, children thoroughly enjoy their bus ride to the shops to buy buns for their 'baker's shop'.

Personal development, behaviour and welfare are good

Staff give a high priority to ensuring children learn about the importance of safe and healthy lifestyles. Children eat nutritious snacks, have regular exercise and follow good hygiene routines. They have access to highly stimulating outdoor area, where they have many opportunities to develop their physical skills and explore the natural world. Children carry out their own risk assessments. They take responsibility for small tasks, such as pouring their drinks and peeling their bananas at snack time. Children learn about different people, communities and their cultures. For example, parents come into the pre-school to tell the children stories in their home language. Children learn about helping others as they collect items to take to the local food bank.

Outcomes for children are good

All children, including those for whom the pre-school receives additional funding, make good progress from their starting points. Children enter confidently, settle well and happily engage in their play. They display high levels of confidence and self-esteem. They speak confidently with staff, visitors and each other. Children explore colours and observe what happens when they are mixed. When they are ready, children learn letter names and sounds. Children enjoy their time at the pre-school and are developing key skills ready for their future learning and eventual move on to school.

Setting details

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| Unique reference number | 124117 |
| Local authority | Hertfordshire |
| Inspection number | 10063657 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 25 |
| Name of registered person | The Westfield Pre-School Committee |
| Registered person unique reference number | RP904662 |
| Date of previous inspection | 7 June 2016 |
| Telephone number | 01992 410310 |

Westfield Pre-school registered in 1984. The pre-school employs eight members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above. The manager has a foundation degree. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from midday until 3pm on Monday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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