

# Westside Pre-School

Westside Community Centre, Paddock Road, Basingstoke RG22 6QB



<b>Inspection date</b>	19 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Staff support children's mathematical development well. For example, older children look at objects through a magnifying glass and compare differences in size. Younger children investigate different textures. They tip rice into containers and explore an early understanding of volume.
- Partnerships with parents are good. Staff provide them with ideas and suggestions about how they can continue to support their children at home. This helps to support continuity in children's care and learning.
- The manager and staff seek the views of parents and evaluate the effectiveness of the provision well. Recent changes have increased opportunities to extend children's learning experiences outdoors.
- Staff provide consistent praise and encouragement, which helps to promote children's self esteem. Children behave well. They demonstrate good manners and show kindness and consideration to others.

### It is not yet outstanding because:

- Staff working with children aged two to three do not consistently identify where children's learning can be challenged to help them make even better progress.
- Staff do not use all opportunities to support children's developing speech and vocabulary.

## What the setting needs to do to improve further

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

- increase further the level of challenge provided to children aged two to three to help them make the best possible progress
- strengthen opportunities to further support the development of children's speech and vocabulary.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussion with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand the procedure to follow should they be concerned about a child's welfare or the behaviour of a colleague. Induction and recruitment procedures are effective and ensure that all staff are suitable to work with children. The manager monitors staff practice and provides ongoing support to help them update their skills and knowledge. For example, recent training has seen improvements in how staff promote children's literacy development. The monitoring of children's progress shows that this has had a positive impact on children's learning in this area. The manager uses additional funding well to help swiftly close gaps in children's development. All children, including those who speak English as an additional language, make good progress from their starting points. Parents comment that staff are very friendly and they appreciate the care and learning their children receive.

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

Staff assess and track children's progress. They work closely with parents when children first start and plan for their learning from the outset. Staff extend children's early literacy skills in a variety of interesting ways. For example, children give meaning to their marks as part of role-play activities. They use tools, such as tweezers to successfully transport objects. This helps to develop their muscles in preparation for early writing. Staff support older children's listening and attention skills well. For example, children listen carefully to different sounds and learn to recognise the objects they represent.

### Personal development, behaviour and welfare are good

Children show that they are emotionally secure and have established close bonds with staff. A good range of outdoor activities helps children to develop strong physical movements. For example, they learn to move over apparatus in different ways. Children enjoy having responsibility for small tasks. For example, they wash up their bowls and cups after snack time and tidy away toys with little prompting. Children develop a positive awareness of similarities and differences between themselves and other people. For example, they learn about the wider world and festivals celebrated by others. Children practise regular evacuation drills and develop an understanding of how to keep themselves safe.

### Outcomes for children are good

Children are confident learners and enjoy their time at the setting. They learn key skills in readiness for their move on to the next stage of their education, including starting school. Children compare similarities and differences in animals and mimic the sounds they make. They plant and care for vegetables in the garden, which helps them to develop an understanding of the natural world.

## Setting details

<b>Unique reference number</b>	EY498705
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10076628
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Ilett, Victoria Mary
<b>Registered person unique reference number</b>	RP901024
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01256 324829

Westside pre-school registered in 2016. It is based in the Westside Community Centre, in Basingstoke, Hampshire. The pre-school opens weekdays for the majority of the year. It offers sessions from 9.15am to 12.15pm and 12.45pm to 3.45pm. It also offers a lunch club which operates from 12.15pm to 12.45pm. The pre-school is closed on a Wednesday afternoon, for six weeks in the summer holidays and two weeks at Christmas. The pre-school is in receipt of funding for children aged two, three and four. It employs 10 members of staff, of these 7 members of staff have a recognised early years qualification to level 3 or above.

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