

Westleaze Pre-School

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



Inspection date	4 December 2018
Previous inspection date	22 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Staff help children learn well through planning and delivering a good range of activities. The key person tailor's activities to match each child's individual interests and what they need to learn next to help them make continually good progress.
- Staff are strong teachers of mathematics. They are skilled in extending children's mathematical skills which they do spontaneously as opportunities arise in children's play. This helps children make very good progress in this area.
- The manager and her staff regularly reflect on the practice and make effective, well-planned improvements. They have successfully identified and addressed areas, such as technology that they need to enhance. For example, children now regularly use cameras to take photographs of their learning.
- Children behave very well. Staff are good role models for children, they use a range of effective strategies to help children follow rules and understand expectations. This promotes positive behaviour.
- Staff promote children's social skills well. They encourage children well to work together, help one another and be respectful. This helps children to make friends easily and models to them good values for their future lives.
- Staff miss some opportunities to make a wide range of activities appealing and highly stimulating to both boys and girls, to entice children to participate in a range of activities.
- Although partnerships with parents are strong, staff do not consistently use effective strategies, to engage them further in encouraging their children's learning at home.

What the setting needs to do to improve further

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

- inspire all children to consistently take part in a broad range of learning experiences at times when they are free to choose their own play, not restricted by their ideas of what is appropriate for girls or for boys
- develop more highly successful strategies to encourage further parental input in children's learning at home.

Inspection activities

- The inspector held discussions with the manager and deputy manager, at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the pre-school's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Allotey

Inspection findings

Effectiveness of leadership and management is good

The manager has addressed the issues raised at the last inspection and targeted them well to make significant improvements. She ensures herself and her team have appropriate child protection training for their role. This has helped them become confident and knowledgeable about their safeguarding policy and procedures and they know what action to take if they are concerned about a child's welfare. Safeguarding is effective. The manager effectively supports and monitors the practice of staff. For example, through supervision and appraisals which help to effectively improve practice and outcomes for children. The manager and her staff have enhanced the key-person system and they have attended training to widen their knowledge and improve their teaching. The manager tracks the assessments made by staff of children's learning and compares the progress to identify patterns or gaps in their learning. Staff use these assessments effectively to address the gaps to help all children make good progress.

Quality of teaching, learning and assessment is good

Staff observe children carefully to check their learning and development. They obtain information from parents about children's skills and interests on entry and regularly thereafter. Staff conduct regular summaries of children's progress which they share well with parents. Staff effectively support children language development. This helps widen children's vocabularies and children are confident communicators. For example, staff use thought-provoking questions to encourage children to think deeply and communicate their thoughts and ideas. Staff plan activities and experiences that are stimulating and exciting for children. They know what interests children. For example, children are interested in role play, so staff set out picnic resources for them to freely access and play imaginatively. Children have access to a range of play resources and equipment inside and outside. This encourages children to make independent choices in play.

Personal development, behaviour and welfare are good

Children are happy and settle easily as they arrive in the morning. Children have a good understanding of the pre-school routines. For example, they walk safely and quietly through the school building to the playground. Children have good opportunities to go outside in the fresh air. They enjoy activities that develop their large-muscle skills. For example, climbing and balancing on a range of physical play equipment. Staff teach children about safety and children are familiar with dangers and recognise them for themselves. For example, they know when it is icy the decking gets slippery and they take extra care in these conditions. Staff promote children's self-care well. As a result, children are confident in transitioning from nappies to using the toilet and are able to do things for themselves.

Outcomes for children are good

All children develop the skills they require for their future learning and their eventual move on to school. They make consistently good progress from their starting points. Children are confident and have good social awareness, which are useful skills for school and their future development. Children listen well, follow instructions and are motivated learners.

Setting details

Unique reference number	EY332074
Local authority	North Somerset
Inspection number	10080306
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	3 - 4
Total number of places	20
Number of children on roll	22
Name of registered person	Brooks, Jacqueline
Registered person unique reference number	RP511913
Date of previous inspection	22 January 2018
Telephone number	01275 395533 or 07932594250

Westleaze Pre-School registered in 2006 and is located in Long Ashton, Bristol. The pre-school is open Tuesday to Thursday, 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 four members of staff who work directly with the children. This includes the manager who is qualified at level 3, two staff who hold qualified teacher status, and one who is unqualified.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

