

# Westbrook Little People

Tempest Avenue, Waterlooville, Hampshire PO7 8NU



<b>Inspection date</b>	1 July 2019
Previous inspection date	17 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Children behave well. Staff place a good focus on supporting children's social skills. They help children to learn about good manners, sharing, turn taking and respecting the differing needs of their friends. Children are polite and courteous and make good progress in their personal, social and emotional development.
- The manager, staff and committee work well together to drive improvement. For instance, they have reviewed the learning environment to help support the differing needs of younger children. This helps to support two-year-old children to choose toys and activities independently and enables children to learn through their play well.
- Staff place a good focus on promoting children's understanding of the world. Children benefit from opportunities to learn about the wider world through interesting and challenging activities. For instance, children enjoy learning about car logos as they match them with the different flags of the countries that they are manufactured in.
- Staff establish good relationships with parents, carers and other professionals involved in children's care. Regular sharing of information enables staff to ensure children's needs are met extremely well. Parents speak positively about these relationships. For instance, one parent said, 'Staff support children with respect, patience and the love that they need'. These strong partnerships help staff to support children well.
- Staff complete relevant training. However, they do not always reflect on the knowledge gained to embed this into everyday practice, to help raise their already good teaching standards to an even higher level.
- Although staff promote children's writing skills well, they have not considered how they can extend this opportunity to help children learn about letters and the sounds they represent, to extend their early reading skills.

## What the setting needs to do to improve further

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

- help staff to reflect on how the new knowledge and skills they gain from training can be used to support children more precisely in the setting
- increase opportunities for children to understand and practise using letters and the sounds they represent to expand their early literacy skills.

### 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 spoke with staff and children at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of the pre-school's policies, looked at evidence of the suitability of all staff, children's records and discussed self-evaluation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from the views of parents provided in writing.

#### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The committee, manager and staff attend training to help them understand their roles and responsibilities to keep children safe. Staff know how to identify and report child protection concerns to promote children's welfare effectively. The manager and staff work well together. They create a happy and relaxed environment for children and their families. This helps all children, including the youngest, to settle happily. The manager follows robust recruitment procedures to ensure the suitability of all staff who work at the pre-school. She keeps a close check on children's progress. She meets regularly with staff, such as through regular team meetings and supervision. This helps to ensure that the quality of teaching staff provide is good.

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

Staff obtain a good range of information about children's individual interests to help them plan and tailor learning well. They skilfully capture opportunities to help build on what children know and can do to support their good progress. For instance, staff help children search for worms and woodlice, as children think about where different insects might live. Staff regularly assess children's progress and identify what next steps children need to make to help inform their planning. Staff share children's key achievements with parents regularly. They successfully share ideas of how parents can support children's learning at home. This is particularly beneficial for older children, to help them acquire skills that prepare them for their move to school.

### Personal development, behaviour and welfare are good

Staff develop good relationships with children. They are kind and caring and value the choices that children make. For instance, they encourage children to select the toys they would like from the store cupboard, to share with their friends. Children acquire good independence skills as staff support them in developing confidence in managing some things for themselves. For instance, staff teach younger children how to peel bananas. They offer warm praise when they do this. Children develop good levels of self-esteem and a can-do attitude to learning. Staff promote children's physical skills well. For example, younger children enjoy pushing themselves along on ride-on bikes and practise balancing along low-level wooden planks on their 'assault course'.

### Outcomes for children are good

All children make good progress from their starting points, including those in receipt of funded early education. Children develop very good levels of concentration and engagement during activities. Older children, particularly boys, develop good writing skills, such as when they learn how to write their names. Younger children enjoy learning about 'bigger' and 'smaller', such as when they work out if 'daddy pig' is the biggest. Children are inquisitive, curious and keen to learn. These skills ensure that children are well prepared for their future learning.

## Setting details

<b>Unique reference number</b>	109994
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063284
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Westbrook Little People Pre-School Committee
<b>Registered person unique reference number</b>	RP517962
<b>Date of previous inspection</b>	17 May 2016
<b>Telephone number</b>	02392265173

Westbrook Little People registered in 1990 and is situated in Waterlooville, Hampshire. The pre-school employs eight members of childcare staff, seven of whom work directly with children. All staff hold appropriate childcare qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.15am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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