

# Inspection of West Street Pre-school

2 West Street, RETFORD, Nottinghamshire DN22 6ES

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Inspection date: 24 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children bound into the pre-school full of excitement for the day ahead. They are familiar with the routine, which supports them to feel safe and secure. Children quickly focus on an activity of their choice. They concentrate and engage well in their play. Children who arrive upset receive comfort from caring and attentive staff, and soon settle. Children mark their attendance through a self-registration system. Younger children find their names with help from staff. Older children create their signatures on large pieces of paper. All children are eager to learn.

Children behave exceptionally well. Staff reinforce the pre-school rules before each group activity. Children have a good sense of responsibility. A child finds a cup on the floor which has been mistakenly left in the wrong place. He picks it up with surprise and says, 'Oh, how did that get there?'. He then swiftly returns the cup to its correct home. Children interact with their friends in a sociable and considerate way. As they gather around the water tray, they make space for new children to join in. Children share the watering cans between them so that everyone has one.

### What does the early years setting do well and what does it need to do better?

- Staff use strategies to develop children's communication and language. There is language lead who has completed a variety of training courses in this area. This member of staff shares her knowledge with the rest of the team. All staff use the same strategies so that the support given is consistent. For example, staff extend children's vocabulary by adding new words into sentences as they repeat back what children have said. Children respond by copying the new words.
- Staff provide resources that are meaningful and relevant for children. For example, they provide dolls in the role play area because they know that some children are going to have new baby siblings. Staff use these dolls to prepare children for their new family arrival. They show children how to hold a baby in a safe way. This helps children to become ready for changes in their lives.
- Staff have considered the need for extra cleanliness because of the pandemic. Every morning, staff and children make fresh dough to model with. Children are familiar with this activity. They confidently follow instructions given by staff to make the dough. When finished, children roll the dough and cut shapes in it using cutters. However, staff do not consistently support children to test their knowledge. For example, when a child asks for a star shape cutter, staff give this to them, rather than supporting them to find it for themselves.
- Staff offer challenge to help children progress in their development. Staff motivate children to succeed through nurturing relationships. However, sometimes, staff do not consider the stages of children's development. For example, staff encourage some children to hold a pencil and write their names before they are ready to do so. Furthermore, some staff do not always

understand the ways children learn. For example, some staff discourage children from mixing sand and water together when they are making 'muddy puddles'.

- The manager is extremely knowledgeable about the community where children live. She knows that some children do not have their own garden to play in. Because of this, staff take children to the local park where they can develop their physical skills. Additionally, children are taken for walks along the river, where they learn about the world around them.
- The manager uses funding in ways which help children get ready for school. For example, she buys educational board games for children to play at the pre-school. She also buys the same game for them to take home. This means children can continue their learning when they are not at the pre-school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs that might suggest that a child is at risk of harm. They are confident in knowing what to do if they have a concern of this nature. Staff have a firm knowledge of the 'Prevent' duty guidance. The provider ensures that staff are suitable to carry out their roles. The ongoing suitability of staff is regularly checked. Staff know what to do if they have a concern about the conduct of a colleague. They provide a safe and clean environment for children to play in. Staff teach children about keeping safe. For example, children learn about 'stranger danger'.

## **What does the setting need to do to improve?**

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

- maximise opportunities for children to practise using the knowledge that they have
- deepen staff's understanding around providing a sequenced curriculum that builds on what children already know and can do
- further develop staff's understanding about how children learn through exploration and investigation.

## Setting details

<b>Unique reference number</b>	253107
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10138649
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	West Street Pre-School Committee
<b>Registered person unique reference number</b>	RP901968
<b>Telephone number</b>	01777 711828 07817926094
<b>Date of previous inspection</b>	22 January 2016

## Information about this early years setting

West Street Pre-school registered in 1980 and is situated in Retford, Nottinghamshire. It employs seven childcare practitioners, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. There is a lunch club that runs from 11.45am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Charlotte Whalley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

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