

Inspection of Westgate Pre School Ltd

Bowling Green Street, Warwick CV34 4DD

Inspection date: 14 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and receive a warm enthusiastic welcome from staff. They access the pre-school through a secure gate that is released from inside the setting entrance. Children refer to this as the 'magic gate that keeps them safe'. Children love to attend pre-school and have secure attachments with their key person. They are able to build strong relationships, due to the staff team providing consistently positive interactions with them. Staff encourage children to be curious and children are confident to explore their surroundings. Children are enthusiastic to try out new experiences. They demonstrate excitement in their new discoveries and seek out others to share them with.

Children enjoy exploring the garden area and create mud cakes in the outdoor kitchen. Children behave well and demonstrate an understanding of boundaries and routine. This is evident as, when sharing equipment in the garden, children are able to demonstrate patience. They are supported by staff to use a counting technique to signify when it is their turn. Staff support children to resolve conflicts and encourage them to express how they are feeling to help manage their emotions.

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

- Children's independence is encouraged, and they have the opportunity to make healthy choices. They can choose from a selection of fruit at snack time and are given the opportunity to rest in cosy reading areas.
- Children's feelings are recognised, and respectful behaviour is demonstrated and encouraged. Staff recognise when children are feeling sad or angry and support them to work through this. Picture cards, songs and stories are used to help children to understand their emotions.
- Leaders are ambitious and have the highest expectations in providing a high-quality curriculum. They demonstrate an understanding of how to meet children's needs and support them to make good progress.
- Children are regularly and carefully assessed, and their interests are taken into consideration when planning next steps. Children's interests are represented through songs, stories and small group activities to engage them in learning. Staff provide workstations that include items that are of importance to children, to ignite their interest in learning.
- Leaders are respectful of family values and lifestyles, recognising them as key aspects of children's backgrounds and early learning. They demonstrate equality and diversity through the careful thought they give to meeting children's individual circumstances and needs, particularly children with special educational needs and/or disabilities. Resources are carefully considered and implemented to enrich the environment for all children.

- Staff interactions with children are gentle and caring. Communication is supported through visual aids, gestures and body language to ensure messages are understood. However, staff do not consistently give children time to respond to questions and think through their ideas.
- Children demonstrate a love of books and have high concentration levels at story time. Staff use props and puppets to support storytelling and children share their excitement when selecting props from the story bag.
- Parents are invited to special events that enable them to take part in their child's learning. Leaders organise parents' evenings to enable staff to share information about children's development and next steps.
- Leaders provide ideas for parents to support their child's learning at home. Parents are included in special events and activities, such as creating a seasonal table. Parents and children collect natural resources from their walks in the local area for children to share at pre-school.
- Leaders work closely with other professionals and access training and advice for staff to ensure children's needs can be provided for. The manager supports staff well, offering a good range of professional development opportunities. The manager has effective arrangements in place for staff training and meeting the well-being needs of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective procedures in place to ensure children are safeguarded. This includes safer recruitment and thorough induction procedures that ensure individuals working with children are safe and suitable to do so. Staff receive effective safeguarding training and demonstrate a good understanding of reporting concerns. Documents are in place to assess the continued suitability of employees. Staff complete effective risk assessments to keep children safe when at pre-school. Staff receive regular supervisions and are given the opportunity to share safeguarding concerns. They are able to demonstrate how to escalate concerns, if needed, to ensure the safety of children in their care.

What does the setting need to do to improve?

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

- support staff to understand fully how to further extend on children's ideas, giving them time to think and respond to questions.

Setting details

Unique reference number	EY480190
Local authority	Warwickshire
Inspection number	10233925
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Westgate Pre school Ltd
Registered person unique reference number	RP533864
Telephone number	01926494351
Date of previous inspection	24 January 2017

Information about this early years setting

Westgate Pre School Ltd registered in 2015. The pre-school employs five members of childcare staff. Four members of staff hold appropriate early years qualifications at level 3 and one member of staff is unqualified. The pre-school opens from Monday to Friday in term time. Sessions are from 8.30am until 2.45pm Monday to Thursday and 8.30am until 1pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nichola Patel

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 inspector completed a learning walk with the pre-school manager.
- The inspector observed the quality of education both indoors and outdoors.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager and looked at relevant documents to check the suitability of staff working in the pre-school.
- The inspector spoke with parents and took account of their views.
- The inspector and the pre-school manager completed a joint observation.

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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