

Inspection of West Row Pre-School

West Row Primary School, Beeches Road, West Row, BURY ST. EDMUNDS, Suffolk
IP28 8NY

Inspection date: 10 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are confident and secure in the setting. Staff support children's settling-in processes effectively and form secure bonds with them. Children are very motivated to learn and persist with activities they enjoy. They practise their literacy skills as they find a card with their name written on so that they can self-register. Children show high levels of concentration as they work together to build car ramps. They cooperate with each other to problem-solve when the ramp collapses so that they can rebuild it. Children demonstrate strong communication skills as they use the breadth of their vocabulary to talk to each other and share ideas. For example, they decide that the course is too flat, and together they add chairs for tunnels and bridges, and test their inventions. Staff have high expectations for all children.

Children keep on trying during activities. They are proud of their achievements and celebrate them as a group during circle time. Children respect each other and the staff by listening to them. Children understand the pre-school rules and follow them extremely well. For instance, they quietly stand still and listen to the staff when they shake a rainmaker to explain what is happening next. As a result, children understand transitions in the routine of the pre-school's day.

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

- The manager is extremely passionate and committed to providing children with a top-quality provision. She has very good knowledge and an understanding of what the setting wants the children to learn and achieve. The setting's curriculum is well sequenced and focuses on all areas of development. Staff observe children and use assessments to monitor their development.
- Staff support and facilitate children's independence extremely well. For example, snack time is solely organised by the children. Children competently pour their own milk and carry their bowls over to the snack table. They choose their fruit and/or cereal from the healthy options provided and serve and tidy up after themselves.
- Children thoroughly enjoy playing in the outdoor area. They practise their physical skills as they learn to use a climbing frame. Children show perseverance as they develop their coordination and balance skills, and take appropriate risks. For example, they walk up the ladder and cross the monkey bars to the other side. Staff are at hand to support their endeavours with encouragement and motivation. They praise the children as they go along.
- Staff provide children with enjoyable experiences which help them to make good progress. Staff are positive role models for children. They show interest in what the children want to do, respond to their emotional needs, and get immersed in their play. For example, when the children want to make a den, staff ask them

how they want to do it and offer an appropriate level of support when it is needed.

- Children show an excellent interest in books, and listen to stories attentively. Staff use questions to help make the stories interactive. Children confidently respond and answer questions about what they can see on the page. Staff support children's literacy skills well.
- Overall, staff support children's communication and language well. Staff listen to children and ask open-ended questions to engage them in conversations. They introduce new words to extend children's vocabulary. However, on occasions, staff will ask children questions but do not provide them with enough time to think and respond with their own thoughts and ideas.
- Children behave well and staff act as positive role models. Children understand the rules of the setting. On occasion, however, staff's approach to the management of behaviour is not consistent.
- Parents talk very highly of the pre-school. For example, parents feel that staff are friendly and easy to approach. They feel that their children are making good progress. Parents report that communication is clear, and they feel well informed. Staff speak to the parents daily and use online systems to communicate children's achievements and share information.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a good understanding of the setting's safeguarding policy and that they keep their training up to date. Staff have a secure understanding of their responsibilities to protect children. They correctly identify signs and symptoms that would cause concern for a child's welfare. Staff ensure that the premises are always safe and secure, and any potential hazards to children's safety are identified and minimised. They know how to report any concerns they may have about children and how to escalate these should they need to. Robust recruitment procedures are in place to ensure that all adults are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to ensure all staff give children more time to think and to respond to questions that have been asked, to enable them to share their thoughts and ideas during activities
- support staff to use a consistent and positive approach to behaviour management.

Setting details

Unique reference number	EY392978
Local authority	Suffolk
Inspection number	10263615
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	45
Name of registered person	West Row Pre-School Committee
Registered person unique reference number	RP528960
Telephone number	01638 428082
Date of previous inspection	8 May 2017

Information about this early years setting

West Row Pre-School registered in 2009 and is managed by a voluntary management committee. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four hold an appropriate early years qualification at level 3, and one holds an appropriate early years qualification at level 2. The pre-school is open each weekday during term time. Sessions are from 8.45am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- Evidence of the suitability of staff and all those working in the setting was checked by the inspector.
- The inspector spoke to parents and took into account their verbal and written accounts.

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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