

Inspection of West End Pre-School

West End First School, Ridge Terrace, Bedlington, Northumberland NE22 6EB

Inspection date: 8 February 2023

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 thrive at this very friendly and inclusive pre-school. They grow rapidly in confidence and independence. Children learn how to clean their teeth, for example. They zip up their coats, wash their hands and spread butter on their crumpets at snack time. Children are settled, happy and secure. They form close bonds with staff, who are caring, conscientious and kind. Staff plan strong support for new children. They provide individual baskets of favourite toys to help them settle quickly.

Children are curious and eager to learn. They play well together as they mix oats using different-sized spoons and bowls. Children practise cutting with scissors and mix different colours of paint. They take turns as they play dominoes and matching games. Staff provide good support for children to help them manage their feelings and emotions. They use 'happy' and 'sad' signs, to help children recognise positive and unwanted behaviour. Staff gently remind children to use 'kind hands' and treat their friends with respect. They share the story of 'Goldilocks and the Three Bears' and discuss how the bears might feel. Staff praise children and tell them specifically what they have done well. This helps raise their confidence and self-esteem.

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

- The experienced and well-qualified staff team think deeply about how spaces and resources children use impact on their learning. They thoughtfully plan a wide range of exciting and challenging activities they know will interest children and address any gaps in their learning.
- The manager and staff provide very good support for children with special educational needs and/or disabilities. They work closely in partnership with other professionals and parents to try and ensure all children are included and that their needs are met.
- Staff have built a very strong relationship with the local school. Staff from both settings work well together to make the move for children from pre-school to school as smooth as possible. For example, children benefit from opportunities daily to share sand and water play, and mealtimes together.
- Children enjoy activities based on favourite books, such as 'Goldilocks and The Three Bears' and 'The Very Hungry Caterpillar'. They enjoy singing and listening to stories and rhymes. Overall, staff support children's developing communication and language skills very well. However, they do not always structure group times to best support children's listening and attention skills.
- Staff plan strong support for children's physical development. Children benefit from daily exercise and fresh air. They balance and climb on steps and slides, and beams and tyres. Children play with bikes, trikes, scooters and see-saws in

the enclosed garden. This helps to develop their core strength and build their muscles.

- Children develop coordination as they explore with paint, dough, water and sand. They use craft tools and take part in sticking and cutting. Children use their hands in different ways as they explore a variety of door knockers, locks and bells.
- Children learn about the wider world by sharing photos and stories about their families and life outside the setting. They mark special events, such as Chinese New Year. Children learn about nature through woodland walks. They plant wildflowers and help to care for caterpillars as they turn into butterflies.
- Staff use a bell to let children know it is time to move on to another activity. However, they do not always recognise that children learn in different ways and require a wider range of cues to support their understanding of routines.
- Parents speak very highly of the manager and staff team. They praise how confident their children have become and how well staff support them to move on to school or the next stage in their learning.
- The hard-working manager supports her staff team well. They meet regularly to reflect and evaluate experiences for children. The manager gathers views from parents and acts on suggestions made.
- The manager and staff are dedicated to their work. They keep themselves up to date through regular training. The manager and staff are passionate about outcomes for the children they care for and the quality of service they provide.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff show a good awareness of their roles and responsibilities relating to keeping children safe. Staff know what might give them a concern about a child and the procedure to take to help keep them safe. Staff complete safeguarding training to keep their knowledge up to date. They hold certificates in first aid. Staff have a strong awareness of how to teach children to keep themselves safe and healthy. For example, they teach children how to carefully use scissors. Staff encourage children to wear helmets as they ride bikes outside, to teach them about road safety.

What does the setting need to do to improve?

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

- review the structure of group times to better support children's learning and focus
- use a wider range of prompts and cues to help and support children to understand daily routines.

Setting details

Unique reference number	EY417582
Local authority	Northumberland
Inspection number	10264573
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 3
Total number of places	24
Number of children on roll	25
Name of registered person	West End Pre-School Limited
Registered person unique reference number	RP530173
Telephone number	07437 415 711
Date of previous inspection	20 June 2017

Information about this early years setting

West End Pre-School registered in 2010 and is situated in Bedlington, Northumberland. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications, including one who holds early years professional status. Sessions are from 8.50am until 11.50am and from 12pm until 3pm. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Julie Foers

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 discussed with the inspector how the setting organises and plans the curriculum and experiences for children. The inspector viewed the inside and outside space used by the setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the setting's documents. This included evidence of training and suitability of staff.
- The inspector held discussions with the manager and staff. She spoke to parents to gather their views on the setting.

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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