

Inspection of Westgate Pre-School

Braddon Close, Morecambe, Lancashire LA4 4UZ

Inspection date: 28 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and excitedly seek out their friends. Staff are friendly and greet children by saying 'good morning'. Children are settled and have lovely bonds with the staff. Before children start, they are offered settling-in sessions with parents in attendance to help ease the transition to nursery. Parents speak positively of these sessions and develop relationships with their child's key person.

Communication and language is supported extremely well. Staff have systems in place to support children to learn new words and understand their meaning. For example, children are asked to vote for the story they would like to hear. Staff ask children which story has 'many' votes and which has 'few'. This helps children to learn that 'more' and 'less' have various meanings. As a result, all children are making good progress in this area.

The environments both indoors and outdoors are arranged to encourage children to navigate around the setting. They confidently select resources and join activities. They have positive attitudes to learning and enjoy having a go. For example, children use scissors to practise snipping and cutting paper to create their own artwork. Furthermore, the most-able children take themselves to the toilet, and they wash their hands. Older children help younger children to find a tissue to wipe their nose. As a result, children are developing their independence.

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

- The passionate and experienced manager has a clear vision for the setting. She has implemented a curriculum to support children in all areas of development, with a particular focus on communication and language. The staff have a good understanding of the curriculum. As a result, children's individual needs are supported.
- Staff plan activities for children and enhance areas of provision to support children in their learning. Children enjoy playing in the den and pretend it is the cave from one of their favourite stories. Staff play group games with children, rolling the ball to each other to encourage them to take turns. However, sometimes, staff do not build on what children already know and can do. For example, older children easily complete number jigsaws up to ten and are ready to learn to count beyond this. Therefore, some children do not make the progress they are capable of.
- Parents speak highly of the setting. They say communication between the setting and home is good. They are kept up to date about their child's progress. Parents are aware of the policies and procedures in place at the setting. They feel confident in raising any issues should they arise. The manager invites

parents to join the children and staff at events throughout the year. Therefore, children witness first hand the positive partnership between the setting and home.

- In the main, behaviour is managed effectively. Staff remind children to share, take turns and have kind hands. Staff approach unwanted behaviour consistently. For example, staff speak to children who are becoming frustrated before encouraging them to choose alternative activities. However, the lunchtime routine is not currently effective. Children shout across the room to staff and across the table to talk to each other. Children get up and walk around and although they are reminded to sit back down, they do not always follow these instructions. This means that children do not always know what is expected of them.
- The knowledgeable special educational needs coordinator works in partnership with agencies and the families of children who need additional support. She talks confidently about the progress they make and understands what they need to learn next. As a result, children's needs are being met.
- The manager understands the importance of developing the skills and knowledge of her staff team. They meet weekly to complete training and plan for the children. Staff report that they feel supported in their roles. The setting has a robust safer recruitment process. All new staff complete an induction, and relevant safety checks are carried out before they start their employment.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures her staff team have training to be able to identify if a child is at risk of harm. The staff have a good understanding of the referral process should they have concerns regarding their peers. Safety checks are in place to ensure the premises are safe and secure. Staff supervise children appropriately at all times and maintain ratios to minimise the risk of accidents. Staff have paediatric first-aid qualifications and are able to deal with any accidents that occur.

What does the setting need to do to improve?

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

- review the organisation of the lunchtime routine and teach children what is expected of them
- support staff to focus more precisely on what children need to learn next, in order to help children make the progress they are capable of.

Setting details

Unique reference number	309474
Local authority	Lancashire
Inspection number	10279951
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	43
Name of registered person	Nunn, Wendy
Registered person unique reference number	RP902969
Telephone number	01524 832 783
Date of previous inspection	5 September 2017

Information about this early years setting

Westgate Pre-School registered in 2001. It operates from within St Martin's Church Hall and meeting room. The pre-school employs seven members of childcare staff. Of these, one holds a level 2 qualification and five hold a level 3 qualification. The manager holds a qualification at level 5. The pre-school is open on Monday, Tuesday, Wednesday and Friday, from 9.30am to 3.30pm, during term time. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Martin

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- The inspector held meetings as appropriate with both of the managers. She spoke with staff and children during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and took account of the written feedback from them.
- A sample of documents were viewed by the inspector, including evidence of suitability, a record of staff qualifications and training as well as policies and procedures.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023