

# Westdale Pre-School

Inspection report for early years provision

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**Unique reference number** EY332804  
**Inspection date** 07/02/2011  
**Inspector** Tara Street

**Setting address** Westdale Childcare and Education Unit, Westdale Infant School, Westdale Lane, Mapperley, Nottingham, NG3 6ET  
**Telephone number** 0115 8404140  
**Email**  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Westdale Pre-School is run by a voluntary committee. It was registered in 2006 and operates from purpose-built premises within the grounds of Westdale Infant School in the Mapperley district of Nottingham. Children have access to a secure, enclosed outdoor play area. The setting serves the local and wider communities. A maximum of 40 children aged two to five years may attend the setting at any one time. The setting is open Monday to Friday from 9am to 3pm during term time only. Children attend for a variety of sessions.

There are currently 79 children on roll who are within the early years age range. Of these, 64 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are nine members of staff, including the manager, who work directly with the children. Of these, eight of the staff hold an early years qualification at level 3. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic manager and staff recognise the uniqueness of each child that attends and work to ensure that children are nurtured in their care, learning and play. Children make good progress towards the early learning goals and enjoy a varied and interesting range of activities which promote most areas of learning. Staff safeguard and promote children's welfare effectively. The setting has developed excellent relationships with parents and carers and with the other settings and professionals involved in children's care. The manager and staff continually reflect on their practice, have a very good understanding of the setting's strengths and areas for development and take effective steps to make improvements. As a result their capacity to improve is good.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- review routines to ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded through the implementation of effective policies and procedures which cover all aspect of the provision. All staff are suitably vetted and their ongoing suitability assured. Staff are trained in child protection and understand the importance of their safeguarding role. They are vigilant in their supervision of the children to keep them safe. Staff ensure no-one can enter the building without their knowledge and all visitors are requested to sign in and out. Detailed annual and daily risk assessments are fully in place to ensure children can play safely and enjoy their time at the setting. Highly effective staff deployment provides very good support for children's welfare and development. The children are central to how the setting operates; staff carefully listen to all children, fully respect their views, ideas and interests and incorporate these into all aspects of the service.

The manager and staff strive to improve their practice, consistently monitoring and evaluating the quality and standards at the setting. Regular staff meetings provide valuable opportunities for staff to share good practice and identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the setting, ensuring all children can achieve as well as they can regardless of their background. The play room is a stimulating and welcoming environment. All of the resources available to children are stored at an accessible height and this offers children the ability to select them for themselves.

Partnerships with parents, carers and other early years professionals are outstanding. The environment is very warm and welcoming to all children, parents and carers. Staff work very closely with parents and carers to ensure all children's individual needs are met, including those children with special educational needs and/or disabilities and those who speak English as an additional language. They have built extensive links with other early years professionals and effectively share information with other settings the children attend. This ensures an inclusive practice is provided for all. Parents are very involved in their children's learning as staff exchange detailed and regular information about their progress and routines. For example, parents are updated through newsletters, daily discussions, termly progress reports and attendance at parents events. In addition the setting has worked hard to implement a book bag and nursery rhyme sack scheme, which are designed to encourage home and school learning of phonic sounds.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their time at the setting and relate well to adults and their peers. They learn to show kindness and consideration to others and also learn behavioural expectations and good manners from an early age. For example, children follow William's Golden Rules, which is a child friendly version of the

setting's behaviour policy. This promotes positive behaviour and attitudes from the time a child enters the setting. Children are developing their independence through tasks such as choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided.

Children are motivated and interested in the broad range of activities and experiences offered to them. Staff are enthusiastic in their work and instinctively know when to be actively involved in children's play and when to stand back and let them play freely. An effective key person system is implemented. Staff know the children in their care very well and plan activities that build upon children's interests. Each area of learning within the Early Years Foundation Stage receives sufficient attention and as a result children's skills for the future are effectively promoted. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress. Staff use the information gathered to identify the next steps in learning for individual children and to ensure progress is maximised.

Children gain confidence in their communication skills. Many articulate their ideas and experiences and children are encouraged to play an active part in group activities. Routine activities, such as group time, and additional adult support assist those who need help in this aspect of their learning. Children enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters and story line. A writing area is set up so that children can freely access a good range of writing materials. They happily make marks with chalks, and in paint and sand. Children enjoy rolling and cutting dough at the creative table and eagerly explore the texture by squeezing it between their fingers. Imaginative play inspires the children and the well-resourced role play area with its play phones, keyboards, clipboards and costumes provides endless fun for many. For example, children eagerly use play drills and hammers to fix tables and chairs while others enjoy dressing up in uniforms and hard hats. Staff involvement in this area ensures that children's learning is maximised.

The environment is rich in resources which enhance children's knowledge and development of number and problem solving. For example, they are able to freely access shape sorting, threading and counting games. They also enjoy number songs and rhymes which enable them to learn, experiment and practise their skills with growing confidence. Children develop an awareness of the natural world as they help to plant and care for beetroot, lettuce, runner beans and tomatoes in the garden. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a wide range of resources provides positive images of themselves and diversity within society. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality.

All children take part in a varied range of activities both indoors and outdoors which support their physical development. They enjoy experimenting with different materials and boxes to build dens, taking part in group games and using balls, hoops, cones and bean bags. Freshly prepared snacks provide children with a good variety of healthy foods that include a range of fresh fruit and vegetables. Children

also develop an understanding of how to keep themselves healthy and safe as they wrap up warmly before going outside and learn to wash their hands before eating. This all contributes to developing children's understanding of the importance of physical activity and making healthy choices.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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