

Westfield Pre-school

Westfield Childrens Centre & Preschool, Croxley View, WATFORD, WD18 6AE

Inspection date

Previous inspection date

18/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are very secure in the provision, they relate well to the staff members. They are helped to develop good social skills as they learn to engage and play cooperatively so that they make good progress in their learning and development.
- Children with special educational needs and/or disabilities are very well supported. There is a trusting relationship with parents and there are well established links with other professionals. As a result, individual needs are successfully met.
- Children's who are due to attend nursery or school are well supported so that these changing times run as smoothly as possible.
- There is a strong, dedicated senior management team in place. They have a clear vision for the future and work closely together to implement the necessary changes to move the pre-school forward.

It is not yet outstanding because

- There is scope to extend opportunities for children to make free choices about playing indoors or outside to further enhance their independence and active learning.
- There is room to increase the use of signs, symbols, notices, time-lines, words and pictures outdoors so that these can be sharply used to further help children express their thoughts about their activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the children's activities at the pre-school, which included care routines, indoor and outdoor play and meal times.
The inspector spoke to children and engaged in their play. She also spoke to the managers and staff at appropriate times and looked at a selection of policies and children's records.
- The inspector carried out a joint observation of the children's play with one of the managers.
- The inspector met parents and discussed their views about the pre-school.

Inspector

Maura Pigram

Full Report

Information about the setting

Westfield Pre-school was re-registered in 2013 on the Early Years Register. It has been operating for a number of years but is now under the management of the Pre-School Learning Alliance. The pre-school serves the local area and is accessible to all children. It operates from a purpose-built building next to the Children's Centre in West Watford, Hertfordshire. There is a fully enclosed area available for outdoor play. It has close links with the nearby children's centre.

The pre-school employs 10 members of child care staff. Of these, nine hold appropriate early years qualifications at level 3 and one holds at level 2. One of the managers holds an early years qualification at level 6. The pre-school opens Monday to Friday, all year round. Sessions are from 9am to 11.30am and from 12.30pm to 3pm. Lunch clubs operate from 11.30am to 12pm and from 12pm to 12.30pm for children attending in the afternoon. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to develop the outdoor area so that it offers rich, varied and imaginative experiences for children that further promote all areas of learning and link the indoor and outdoor area so that children can freely move between them
- plan the outdoor area so that it is rich in signs, symbols, notices, time-lines, words and pictures that take into account different children's interests, understandings, home backgrounds and cultures.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school offers a welcoming environment where children are eager to see their friends and explore the environment. Practitioners know their key children well and individual support is successfully provided as and when necessary. Staff gain good information from parents when children first start at the setting and through ongoing communication. Consequently, play opportunities are planned around children's interests, significant personal events and their next stages of learning. Planning and assessment

systems have recently been reviewed and are proving to be effective. These are on display so that parents can easily see these and make contributions towards their children's learning. The review of planning and assessment is an on-going project to ensure all activities provide a positive learning experience for children. Staff are aware of the need to carry out the progress check at age two as and when the need arises.

Children who speak more than one language are well supported. They are making good progress in their learning. For example, key words used by children in their own homes are well known and used by staff during the day. In addition, some staff speak several languages and effectively support children's play and learning during their day. Children with special educational needs and/or disabilities are also well supported so that they can fully participate in the pre-school activities. Close communications with other professionals means that children's needs are well known and effectively met. Some staff are developing their knowledge of sign language so that they can easily communicate with children who use this method of communication. This means that positive steps are taken to ensure all children feel fully included and they are helped to make progress, according to their individual abilities. However, there is scope to use more signs, pictures and time-lines outdoors so that children can easily express their thoughts and feelings about the activities on offer, when playing in the garden.

On arrival, children enjoy free flow play indoors, they confidently move between the resources and activities. Staff move around the play areas, providing individual attention as they get down to the children's level and join in with their play. Children develop good levels of self-esteem and are curious to learn because the staff are interested in everything they do. Staff have a secure understanding of what children need to learn and how to support their learning through play. They provide a range of interesting activities and interact well with children so that they make good progress overall. However, the links between the resourceful indoor area and the spacious outdoor area are not fully developed so that children can freely choose between the two learning areas as soon as they arrive. As a result, some children become restless when indoors and occasionally are not fully able to engage in active learning of their choice.

Children are able to access the outdoor area following 'group time' where they enjoy singing songs and favourite nursery rhymes. During this time, staff help children to recognise their own names and talk to children about activities on offer. Staff are in the process of reviewing the number of children in 'group time' so that this time provides purposeful interaction. Since the last inspection staff have reviewed and improved the resources in the outdoor area. For example, a well-used growing area has been developed and is effectively used to promote children's learning. Challenges are provided through play. For example, a review of the accessibility of the indoor 'modelling table' now means that children are able to freely access a varied range of resources, such as, card, glue and scissors to create models of their choice. As a result, children's self-esteem is promoted and they are learning how to safely use tools.

Staff's engagement with children is very good. They support children very well during their play and exploration, they are close by to offer guidance and support as necessary. Outdoors children are helped to investigate and find things out for themselves. For example, children play with ramps and cars. Staff encourage them to take this further by

introducing water on the ramp. Good use of open questions helps children make connections in their learning. Great excitement takes place as they race their cars down the ramp. As a result, children concentration for a long period of time and they develop their communication skills. Children's early understanding of numeracy is supported through a variety of activities, such as, using large paint brushes and water to draw numbers on the paving areas. Imaginative play is well supported. For example, in the garden staff join in with children's play of jumping in and out of the boat to escape the 'crocodile'. Children enjoy this very much, and they giggle and repeat their play. They show that they have good relationships with staff who introduces new words to extend their vocabulary and understanding. Overall, the staff's quality of teaching is good and they are successful in planning for children's individual needs to prepare them for their next stages of learning.

The contribution of the early years provision to the well-being of children

Children are settled and happy. They demonstrate that they are confident and motivated to join in with activities. This is because they have developed warm and caring relationships with staff. Children's personal, social and emotional development is given a high priority. The key person system and the close partnership with parents positively support children, so that they build close bonds with the staff. This means that new children are helped to settle into the pre-school routine. Children behave well because good rules are in place to promote positive behaviour. Staff have recently updated their knowledge on behaviour management. This has resulted in consistent messages been delivered so that children learn right from wrong. Children are helped to be caring towards each other. For example, children tell each other 'your turn' during their play. This contributes positively to smooth transitions and mixing with other children when they start school.

Staff provide good support to children so that they learn how to keep themselves safe. For example, they remind children to use their 'indoor feet' when they are tempted to run indoors. In addition, sun lotion and hats during hot weather are provided so that children are protected from the sun. Outdoors there is ample space for children to freely explore. They know where to park their wheeled toys safely so that they do not cause an obstacle to other children and to adults. Children's independence in their personal care is effectively promoted. For example, they independently visit the bathroom when they need to and know to wash their hands before eating. Any children needing assistance with their personal care are sensitively supported, as necessary, so that they too develop independent skills.

The pre-school is clean, food preparation and meal times foster good hygiene procedures. The majority of staff have attended food hygiene training to promote this effectively. Children enjoy a 'rolling' snack that children can independently access during the session and they can access water at any time. Staff know children's preferences and dietary needs and they continually work with parents to ensure healthy meals and snacks are provided. At lunch times, staff sit with children encouraging good social skills and they enjoy chatting about what they have been doing. Since the last inspection children enjoy growing a wide range of fruit and vegetables. They often take these home to share with

their families. In addition, informative fun sessions are held to further inform children's parents about how the items grown can be used at home. This further promotes children's awareness of healthy lifestyles. Children learn about the importance of physical exercise through a range of play opportunities, such as playing cricket and ball games in the fresh air. They enjoy riding wheeled cars and joining in with obstacle course activities.

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

Effective procedures are well established to safeguard children's well-being. High priority is placed on protecting children's welfare and stringent procedures are in place to ensure children are always protected. The two managers work closely together and work with outside agencies, when necessary, to ensure children's welfare is fully protected. All staff are fully aware of what to do should they have concerns about the children in their care. Recruitment systems are robust and all staff who work with children have appropriate checks to ensure they are suitable to do so. Most staff have first aid training and regularly update their safeguarding training. Children play in a safe environment as staff understand their responsibilities in providing secure and safe surroundings in the pre-school.

The managers work well together. They receive support from the local authority and other professional agencies. They immediately act on advice gained to improve the service they offer. Continual reflection is an ongoing process. For example, improvement plans are regularly shared with all staff and are effectively used to highlight areas to develop. All staff, parents and children can contribute their views and these are highly valued. Plans for the future include carrying out home visits so that children's needs are further known. Policies have recently been reviewed due to a re-organisation of senior management. All procedures are well known by staff members so that children's welfare is protected.

Clear supervision by senior staff and regular appraisals means that training needs are identified and the educational programmes are monitored. For example, all staff have completed several informative training days. These have had a positive impact on children, such as, the behaviour management training. Staff are well-qualified and use their skills and understanding to share good practice with each other. For example, in-house training related to the benefits of modelling using re-cycled materials has improved the quality of teaching in this area and, therefore, impacted on children's learning. Since the last inspection assessment and planning has been reviewed and the growing area has been developed with parental support. This has been beneficial to children's ongoing learning and development.

Parents speak highly of the managers and their staff. They are very complimentary about the service that they provide. Some have had older children who have also attended the pre-school. They state that their children 'can't wait to come' and are 'learning loads'. They state that they enjoy coming to the pre-school to see their children's work and particularly enjoy coming to the family picnics. There is a close partnership with other professionals involved in the children's learning and development. For example, training and advice are actively sought on the best methods to support children who have additional needs. In addition, there are well established and effective links with external

agencies and professionals from the nearby children's centre. As a result, children are well supported in their learning and development. There are good links with schools where children may attend, so that transitions run smoothly. For example, teachers from children's proposed schools visit the pre-school to meet their new children. In addition, to further support smooth transition times staff visit the school with their key children so that they can be fully supported in their new place of education.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY458177
Local authority	Hertfordshire
Inspection number	903856
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	28
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	07900 677499

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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