

Westgate Pre-School

Westgate Primary School, Bowling Green Street, WARWICK, Warwickshire, CV34 4DD

Inspection date	09/07/2014
Previous inspection date	10/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Good quality teaching and the effective use of resources and accurate assessments support children to make good progress from their starting points.
- Children are well behaved and they clearly learn to take responsibility for aspects of their behaviour in the very welcoming environment, which is well resourced. Children are happy and form strong bonds with key persons.
- Effective safeguarding arrangements and regular training ensure all staff have a good understanding of their responsibilities to protect children and to keep them safe within the pre-school.
- Strong partnerships with parents and other agencies ensure children get tailored support to meet their individual needs on a daily basis.

It is not yet outstanding because

- Staff do not always use daily routines to help children learn about the effects of exercise on their bodies.
- There is scope to enhance further the monitoring of the good quality teaching, so that children achieve even higher levels of attainment.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with the manager, staff and children.
The inspector looked at documentation, including children's learning journals, assessment records, staff's and children's files, policies and records required for the running of the pre-school.
- The inspector carried out observations inside and during outside play and the inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day and from information included in the pre-school's parent survey.

Inspector

Adelaide Griffith

Full report

Information about the setting

Westgate Pre-School opened in 1996 and is registered on the Early Years Register. It operates from premises on the site of Westgate Primary School in the centre of Warwick. The pre-school serves the immediate locality and the surrounding areas. It opens five days a week, from 8.30am until 1pm during term time. Children attend for a variety of sessions. Children are cared for in one large room and have access to an enclosed outdoor play area. There are currently 26 children on roll in the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently three staff working directly with children, all of whom have appropriate early years qualifications at level 3. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- use routine activities more consistently to help children learn about the effects of exercise on their bodies during physical play
- enhance the monitoring of staff practice to develop further the good quality of teaching, so that children move on to higher levels of achievement.

Inspection judgements

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

Good quality teaching in the pre-school supports all children to make consistent progress in their learning. Staff have a well-developed understanding of how children learn and they provide stimulating activities to promote their development. Staff have high expectations of children and there is a strong emphasis on promoting language skills. Therefore, all children make good progress from their starting points. Staff constantly talk to children and make learning meaningful because they effectively link communication to the activities. For example, staff encourage children to join in with stories that involve number skills. As staff turn pages and point to numerals, children learn to recognise and to name numbers correctly. This means that early numeracy skills are being fostered through group activities when all children are eager to participate. All staff use similar methods to interact and talk with children. For instance, they repeat words to increase children's vocabulary and they encourage children to say new words. Therefore, this consistent approach ensures all children, including those with special educational needs/and or disabilities, are making good progress in their communication and language skills. Staff follow children's interests to plan enjoyable activities, such as a pirate theme

that promotes learning in all areas. Following demonstration, they patiently allow sufficient time for children to practise rolling paper to make telescopes. Staff provide many opportunities for children to make marks through different types of play. For instance, children can make tracks in the sand and an inviting graphics area attracts children's attention, so that even younger ones scribble on paper. Therefore, all children are effectively stimulated to develop early writing skills. Staff clearly understand how to promote problem solving by providing activities, such as matching picture cards. These activities help children aged two years to develop their skills in listening and attention as they follow instructions. Committed staff work well and have high expectations of all children and they fully engage them during activities. For example, when children sit at the snack table staff talk with them about the quantity of butter they spread on crackers and how much milk to pour for drinking. As a result, children are developing their understanding of mathematical concepts.

An initial discussion with parents about children's interests and preferences helps staff to gain a clear picture of what children can do. Staff follow these up with a series of observations to complete their initial assessment of children's development in the prime areas of learning. At the end of each term, staff share reports of children's achievements with parents, including the progress check between the ages of two and three years. Parents are active partners who contribute to their child's learning by writing comments on the reports and they agree the next steps in children's learning with the staff. Parents continue with some activities started in the pre-school, including reading and recognising numerals in the environment. Staff use a range of meaningful activities, such as a dance programme designed to link stories, songs and actions to the movements required for writing. Children particularly enjoy this type of activity that effectively supports the development of their large and small muscle skills. This means that they develop the skills appropriate for forming letters of their names. On a daily basis, staff skilfully encourage children to sound out letters of their names during phonics activities. Opportunities for self-registration are included in the methods staff use successfully to prepare children for their eventual move on to school.

Children proudly wear their pirate hats, which they have made during creative play and they clearly demonstrate their abilities to recall parts of the story. They run around boisterously and choose hard hats to wear as fire fighters while they play outside and pretend to extinguish fires. Role-play sections, such as the shop and home corner are a firm favourite with all children. They sit at tills counting real coins and fill shopping baskets with their purchases. Children pretend to prepare breakfast and demonstrate clear understanding of the healthy options by explaining the benefits of eating fresh fruit in contrast to cereals with chocolate coating. Children confidently explore their surroundings, demonstrating they are developing some of the characteristics of effective learning.

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

The key-person arrangements work very effectively to support children in the pre-school. There is a staggered settling-in period when parents stay initially and this creates a sense of emotional security for these children. Staff also carry out home visits at parents'

requests and this means that they meet children in the family home before they start attending. These combined approaches skilfully cushion the transfer from home to the pre-school and as children grow used to the staff, they develop strong bonds with their key persons. Older children are effectively supported to accommodate younger ones when they are settling in. As a result, they develop a caring attitude and learn to play well with new children. Staff frequently praise children for taking responsibility for some aspects of their self-care. This means that they develop high levels of self-esteem and confidence before they move on to the next stage in their learning.

Children are very well behaved because staff are skilled at using a wide range of age-appropriate methods to manage behaviour. There is a strong focus on helping children develop effective skills to negotiate the sharing of resources and to resolve emerging conflicts. Therefore, children learn to treat others with respect and they play well together. They are self-assured as they initiate play and they confidently approach staff to request support, such as when they ask for resources. Children learn to take sensible risks as they walk down the ramp attached to low beams. They run around vigorously and mount the steps to the climbing frame, placing one foot confidently ahead of the other until they are at the top of the platform. Staff give priority to the supervision of children to ensure their safety. Staff help children understand how to stay safe in the sun, for example, they provide clear explanations about the reasons for staying in the shade of the umbrella. However, staff do not always help children to learn about the effects on their bodies of the physical exercise they enjoy during outside play. Children's understanding of healthy lifestyles is growing consistently. They learn about healthy options during planned and routines activities. For instance, staff deliver regular cooking activities when children learn about fats in their diet and snacks include a variety of fresh fruit and raw vegetables. Water bottles are within reach to encourage frequent drinking during the day. When children feel tired they can flop on to floor cushions in the cosy area and some lie on these cushions and have a good rest. The comforting environment with very caring staff and exciting resources unite to provide a child-centred setting. As a result, children demonstrate through their behaviour that they feel safe.

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

The arrangements for safeguarding children are effective. All staff have attended child protection training to ensure they are up to date with current procedures. As a result, they are confident of the action to take if they have any concerns about the welfare of children in their care. Information about safeguarding procedures is displayed where parents easily see it. Robust recruitment and induction procedures ensure staff are suitable to work with children and the ongoing suitability of staff is reviewed frequently. Staff carry out daily checks of the premises and ensure all potential hazards are minimised to keep children safe at all times. Staff are effectively deployed to ensure they supervise children during play indoors and outside. Records required for the efficient running of the setting are in place, including those that demonstrate that all staff and volunteers who work in the pre-school are suitable due to having Disclosure and Barring Services checks.

The cohesive team work well together to plan for and to monitor children's learning. Following discussions and evaluation of activities, they adapt the planning to meet children's individual needs more effectively. A well-established peer review system ensures staff provide constructive feedback to colleagues about the assessments of children's achievements. This means that they quickly identify where children need tailored support to make good progress. However, the monitoring of teaching is currently evolving and there is scope to extend this to provide staff with more precise feedback on how to raise the quality of teaching even further. Self-evaluation is far reaching due to the full involvement of staff, parents and children. The proactive manager is keen to maintain high standards of improvement and all staff are enthusiastic to make changes. Since the last inspection, good progress has been made in several areas. In particular, children's well-being is more effectively promoted because thorough risk assessments ensure the premises are safe for use at all times. As a result, children now freely help themselves to resources. Staff have kept abreast of initiatives and they skilfully implement guidance pertaining to the early years sector. Staff now use an electronic tracking system to monitor children's progress and they obtain more detailed information about children's development when they first start in the pre-school.

The staff team work closely with other agencies. For example, on advice from the local authority staff they have revised snack time routines to provide greater flexibility and promote children's independence skills. This enables children to choose a suitable time for snack within the time built into the routine without disrupting their play. Consistent cooperation with other settings means that the staff team share information more effectively to support children who are ready for school. For instance, the transition forms are discussed routinely and teachers from local schools visit to meet children. Currently, some children also attend other early years providers. The frequent sharing of information means both settings effectively complement children's learning because there is a shared understanding of meeting children's individual needs. There is an established programme of collaborative working with the on-site children's centre. The pre-school has recently started to offer provision for two-year-old children and a member of staff takes the main responsibility for this age group. Staff have attended relevant training in the care of two-year-old children and in the 'Time to Talk' programme. This training is a key factor in the highly effective support children receive to achieve good progress in the pre-school. This clearly indicates the priority given to the professional development of staff, who undertake relevant training to enhance their skills. Staff provide opportunities for parents to gain a good understanding of activities delivered to promote children's learning. For instance, they invite parents to attend rhyme time sessions and a book exchange scheme is in place to continue with activities at home. Parents comment very favourably on the caring attitude of staff. A wide range of information is available for parents, including booklets about the Early Years Foundation Stage and daily communication ensures they know what children do each day. Staff provide a delightful learning experience for all children who make good progress in the pre-school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	200855
Local authority	Warwickshire
Inspection number	870626
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	23
Number of children on roll	26
Name of provider	Westgate Pre - School Committee
Date of previous inspection	10/12/2008
Telephone number	01926 494351

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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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