

West Street Pre-School

2 West Street, Retford, Nottinghamshire, DN22 6ES



Inspection date

22 January 2016

Previous inspection date

13 September 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The nominated person and manager place high importance on working with families and the partnerships with parents are outstanding.
- Children are very well settled and have formed exceptionally secure, emotional attachments with the practitioners. Effective settling-in sessions and a robust key-person system help children to feel safe and secure at pre-school.
- The sharply focused and rigorous observations, assessments and methods of checking children's progress, ensure any gaps in their development are identified swiftly and interventions are established and put in place. This means that all children make the best possible progress in their learning and development.
- The practitioners work superbly in collaboration with local schools to prepare children extremely well for their future school experiences and learning.
- The management structure is very clear, and the extremely strong management team diligently supports all staff's development through excellent monitoring. They expertly encourage them to reflect on and develop their practice as they strive for continual improvement.
- The nominated person and manager are extremely passionate about the pre-school. They share the commitment to achieving high standards with all practitioners. The whole team works extremely well together.
- The children and practitioners explore learning together in a welcoming and safe environment. Practitioners highly value and respect children's contributions and they recognise and praise children's efforts and achievements. Children are inspired, actively engaged and highly motivated to learn.

What the setting needs to do to improve further

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

- refine the methods used to reflect on practice, to maximise the high-quality teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the practitioners throughout the inspection and spoke to children at appropriate times.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the provision's self-evaluation and evidence of the suitability of practitioners working in the pre-school.
- The inspector took account of the views of parents in their recent written comments.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Practitioners have a secure knowledge of the signs and symptoms of abuse and their responsibilities to protect children. The nominated person and manager expertly lead an enthusiastic team that is committed to delivering outstanding provision. The manager has developed a culture of reflective practice throughout the pre-school. They have recently extended the range of methods used to improve the quality of teaching to a higher standard. Highly conscientious evaluation and monitoring of the provision and children's progress, enable practitioners to effectively address any areas of weakness, and set ambitious targets to drive improvement and close gaps in children's learning quickly. The manager is extremely supportive of practitioners to constantly build on their existing skills and professional development. This has an extremely positive impact on their ability to support the progress and learning needs of children with additional needs.

Quality of teaching, learning and assessment is outstanding

Planning and assessment arrangements are sharply focused on each child's needs and ensure they make rapid progress. Information is frequently shared with parents so practitioners can work with them to maintain excellent outcomes for children. Practitioners provide an excellent balance of child-led play and adult-initiated play which helps them to follow children's interests and extend their learning even further. During play, practitioners demonstrate their first-class teaching skills. They instinctively know when to let children explore and work out how to solve problems themselves. Children's communication and language skills are supported exceptionally well. All children are encouraged to be active as they participate in a music and movement session. Practitioners ensure there is a highly stimulating environment with child-accessible resources that promote learning and challenge, both indoors and outdoors.

Personal development, behaviour and welfare are outstanding

Children are happy and thriving in the pre-school. Practitioners have extremely warm and trusting relationships with the children and their families. Highly effective links with other providers enable them to promote excellent continuity in children's care and learning. Practitioners are excellent role models for children, with clear and consistent expectations. They have extremely high expectations of the children's behaviour, meaning children treat each other and adults with great kindness and respect. Children confidently manage their own personal hygiene routines and are developing their independence skills. Practitioners promote equality throughout the nursery. Diversity is celebrated through discussion and activities that promote children's sense of belonging, and help them to understand about similarities and differences.

Outcomes for children are outstanding

All children make excellent progress from their starting points. They are extremely independent and show continuous learning in all aspects of their play. Children gain a vast array of key skills that fully support their readiness for the next stage in their education.

Setting details

Unique reference number	253107
Local authority	Nottinghamshire
Inspection number	974937
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	19
Number of children on roll	28
Name of provider	West Street Pre-School
Date of previous inspection	13 September 2011
Telephone number	01777 711 828

West Street Pre-School opened in 1980. The pre-school employs seven childcare practitioners. Of these, six hold appropriate early years qualifications at level 3, and one holds Early Years Professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon. 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 disabled children and those with special educational needs.

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