

Westfield Pre-school

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



Inspection date

14 July 2017

Previous inspection date

10 January 2017

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager and staff have developed secure procedures to work with parents in order to promote children's learning. They exchange regular information about children's needs and learning, and participate in events together at pre-school. Parents highly praise staff's dedication in providing them with detailed feedback every day.
- Since the last inspection, the manager has developed secure procedures to supervise and observe staff's practice. She monitors their teaching and provides them with ongoing coaching and training to improve their skills. Staff effectively bring new ideas to children's learning programmes to continuously boost their already good progress.
- Staff plan activities for children based on a secure understanding of their next steps in learning, interests and learning styles. Children learn mathematic skills; for example, they pretend to sell ice cream to each other in the role-play area indoors. Outdoors, they roll down a hill in the grassed area and enjoy counting how many turns they do.
- Staff effectively promote children's good health. They teach children the importance of good hygiene and support them well in developing their independence in self-care. Staff teach children about healthy eating and work with parents to ensure that the contents of lunch boxes are suitable. Children exercise and enjoy plenty of exciting outdoor play.

It is not yet outstanding because:

- Staff do not always exchange detailed information about children's learning with other settings that they attend to ensure continuous support for meeting their needs.

What the setting needs to do to improve further

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

- exchange more detailed information about children's learning with other settings that they attend to provide them with continuous support to meet their needs at the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations of activities with the manager.
- The inspector held meetings with the manager and looked at relevant documentation and evidence of the suitability of staff working at the pre-school, their qualifications and training. She discussed the pre-school's self-evaluation with the manager.
- The inspector took account of the views of parents through discussions and written evidence.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have regular safeguarding training updates and understand the possible signs and symptoms of abuse. They know the steps to take to make referrals of their concerns. Staff understand their duty to protect children. There are thorough daily risk assessments of indoor and outdoor play areas, and children learn about personal safety as they play. Children enjoy riding toy cars and bicycles down a small hill and learn how to safely stop. They show very good listening skills and are attentive towards staff. The manager skillfully engages the qualified team, parents and the local authority in reflective practice to ensure children make good progress and are safe.

Quality of teaching, learning and assessment is good

Staff assess children's skills and confidently plan activities that promote their needs. Staff help children; for example, they create a zebra crossing outside to teach them about traffic signs and safety as they play. All children comfortably develop their skills. Those who have special educational needs and/or disabilities benefit from staff's inclusive practice. Children critically think and are challenged by staff to find ways to use the tools available to transport water. Staff promote children's imaginative play and have fun with them. Children pretend to travel to London by boat via the River Thames, then pretend that their boat is sinking. Qualified staff effectively teach children, who progress well.

Personal development, behaviour and welfare are good

Staff are very caring towards children and work with parents to gain information about children's needs and preferences in order to tailor practice. Children settle quickly and are comfortable. Staff are good role models for positive behaviour and teach children good manners. They work with parents to support and promote children's emotional needs and development. Children understand what is expected of them and behave well. Staff teach children about the world around them. Children learn about where they come from and about different cultures during activities, such as stories, songs and crafts. Children are happy at pre-school and form strong bonds with staff and their peers.

Outcomes for children are good

Children benefit from the range of resources, activities and play opportunities available to them. They enjoy group discussions and story sessions. The younger group learn about golden rules at the pre-school, while older children learn about school life. Children enjoy a good balance of adult-led and child-initiated play. Indoors, children and staff build a tall structure using small bricks, then later outside they use larger blocks to build an even taller one. They are involved in problem solving, such as with puzzles and board games. Children who speak English as an additional language learn English quickly. All children enjoy stories, drawing and learning about letters. They are effectively prepared for school.

Setting details

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|--|------------------------------|
| Unique reference number | EY458177 |
| Local authority | Hertfordshire |
| Inspection number | 1083177 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 28 |
| Number of children on roll | 47 |
| Name of registered person | Pre-School Learning Alliance |
| Registered person unique reference number | RP900844 |
| Date of previous inspection | 10 January 2017 |
| Telephone number | 01923 253 516 |

Westfield Pre-school registered in 2013. The pre-school employs eight members of staff. Of these, two hold appropriate early years qualifications at level 2, four hold level 3 and one holds level 6. The pre-school opens each weekday during term time only. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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