

Inspection of West Melton Early Years

West Melton J & I School, Stokewell Road, Wath-Upon-Deane, Rotherham S63 6NF

Inspection date: 9 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy to attend the pre-school. Staff greet children warmly, helping children to settle into their routines. These warm and nurturing interactions from staff help children to feel safe and secure and support their emotional well-being. Children behave well. Staff teach children lovely manners and kindness. For instance, children take turns in choosing their favourite book to read. When they have had a turn on the bikes, children happily pass them onto the next child waiting. Staff praise children's kindness to help develop their good social skills. Children thrive in the care of the dedicated staff team who know them well.

Since the COVID-19 pandemic, communication and language development has been a high priority. Experienced staff promote children's language using repetition and recall of words. Children increase their vocabulary by reading a new book each month. They are currently reading 'The Tiger who came to Tea'. Children confidently recall the story as they play in the home corner and re-enact the story with the small world animals. Staff encourage children's imagination as they ask them to consider different endings to the story. Children make substantial progress in their communication and language skills.

What does the early years setting do well and what does it need to do better?

- Staff implement a curriculum that ensures children are ready for school. For example, children learn independence skills as they put on their coats and shoes. They butter their own snacks and pour their own drinks. Children are encouraged to be confident and keep trying as they put on their aprons before painting at the easel. Children learn to be independent and to keep having a go.
- Staff support children's physical development very well. They provide a wealth of opportunities for children to be physically active in the large outdoor area. Children ride bikes and scooters. They tiptoe quietly when playing Mr Wolf and excitedly run around the playground as the wolf tries to catch them. Children thoroughly enjoy rolling down the grass hill and hiding in the wooden dens. Children make wonderful progress with developing their physical skills.
- Staff are inclusive to all children, including those with special educational needs and/or disabilities (SEND). Staff build on existing capabilities and take steps to help the children to develop further. Staff work closely with parents to ensure that meaningful targets are agreed and can be accomplished. This includes for example, supporting children to sit at the lunch table or mix with their peers. Staff recognise little wins for the children and celebrate their achievements.
- Staff observe and assess children's development effectively. They use children's next steps in development and interests to plan activities that engage children and build on what they already know and can do. The manager has a clear overview of each child's progress from their initial starting points. However, ideas

about how parents can support children's next steps at home are not shared with them. This means that opportunities for children to continue and extend their learning even further at home, are overlooked.

- Staff thoughtfully use additional funding allocated to children to close any gaps they may have in their learning and development. This is regularly evaluated to ensure children, including those with SEND, make good progress in their learning and development.
- Staff form positive relationships with parents. They have daily conversations about their child's routine and listen to comments by parents that may affect the child's day within pre-school. Staff support parents with children's home routines such as potty training. Staff have worked with parents to ensure children bring a healthy and nutritiously balanced packed lunch.
- Staff work exceptionally well together. They have daily meetings to make sure all staff are familiar with children's needs and their welfare. Staff attend regular training to ensure their skills and knowledge are up to date. They carry out independent research to enable them to provide a curriculum that meets the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- ensure that children's next steps are shared with parents in order to improve the continuity of children's learning at home.

Setting details

Unique reference number	2655468
Local authority	Rotherham
Inspection number	10308746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	21
Name of registered person	West Melton Early Years Partnership
Registered person unique reference number	2655467
Telephone number	07922822499
Date of previous inspection	Not applicable

Information about this early years setting

West Melton Early Years was registered 2021 in the area of Wath-upon-Deane, Rotherham. The pre-school employs six members of staff. Of these five hold appropriate early years qualifications at level 2 and above. The pre-school operates term time only from 8.45am to 2.45pm, Monday to Friday. It provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector
Jo Clark

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the pre-school and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the pre-school.
- Parents shared their views of the pre-school with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

We carried out this inspection 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.

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