

West End Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

West End Pre-School has been running for approximately 20 years and opened in 2010 under its name change. It operates from within the grounds of West End First School, Bedlington, Northumberland. The pre-school is open Monday to Friday from 9am until 12noon, term time only. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 24 children at any one time. There are currently 27 children on roll. There are five staff who all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting is committed to providing a welcoming and inclusive environment where all children are valued and respected. Staff members have a good understanding of the Early Years Foundation Stage and have developed systems for observation and assessment of children. However, they are not used effectively to plan for children's individual next steps of learning. Most relevant steps have been taken to ensure a safe environment for the children. However, risk assessments do not include all relevant information. The setting reflects on their practice and has identified ways to move forward to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the risk assessment process to ensure they include all relevant information and identify potential risks to the children
- develop further systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying individual learning priorities
- support children in using a range of resources to develop their skills in Information Communication and Technology programmable toys, in addition to computers.

The effectiveness of leadership and management of the early years provision

Staff members are clear of their role and responsibilities to ensure children's safety and well-being and are clear of the procedures to follow should they have any concerns. The written informative policy relating to safeguarding ensures parents are aware of the procedures followed. Written risk assessments, as well as daily safety checks are in place to support children's safety. However, risk assessments do not identify and address all risks to children. Staff deployment is good and staff work very hard to ensure all areas are fully supervised at all times. A detailed

evacuation plan is in place to support children's safety and accompanied by a record of fire evacuation drills.

Documentation is well organised, readily available for inspection and stored securely to protect confidentiality. All essential records and well-written policies are in place which parents receive copies of. The staff team are dedicated and committed to continuous improvement to improve overall outcomes for children. For example, they access regular training and have recently completed the self-evaluation document. Observation and assessment of children is in place which is linked to the areas of learning. However, this is not fully used to plan and reflect personalised learning for all children within the Early Years Foundation Stage. Children are taught to respect and accept differences and have access to a satisfactory range of resources which further develop their awareness and understanding of the wider world.

Partnerships with parents are good. Parents receive a good range of information regarding the setting. For example, policies and procedures clearly outline the service provided, as well as an informative parent's information pack. Staff complete learning journals for each child to keep them informed of their children's progress. The daily exchange of information, informative notice boards and regular newsletters all ensure effective two-way flow of information between the setting and home. Parents are extremely supportive of the setting, stating they are grateful of the care and support that both themselves and their children receive. The setting is fully aware of the importance of maintaining links with other providers of the Early Years Foundation Stage and has developed effective links. For example, they work closely with the local Sure Start centre and adjoining school.

The quality and standards of the early years provision and outcomes for children

Staff members are friendly and welcoming and have a clear understanding with regard to the Early Years Foundation Stage. They know the children well to effectively plan for their development needs and provide them with a relevant range of activities to support their overall learning and well-being.

Children make good progress in their social skills and are provided with many opportunities to interact with one another. They are becoming confident communicators and able to express themselves well. They constantly receive purposeful support from staff who skilfully engage in conversation with them. Children are beginning to recognise familiar words and letters and skilfully identify their own names at registration as they confidently place their names onto the registration poster. In addition, they are provided with sufficient opportunities to practise their mark making skills as they enjoy using the painting easel and white boards. Children have lots of fun as they play with the play dough and water trays and make good progress in their numeracy skills. They are beginning to use mathematical language as they skilfully identify when the containers become full or empty as they pour water from one cup to another. They explore texture and

shape as they enthusiastically play with the play dough. Staff support and encourage their counting skills well as they encourage children to count their finger prints in the dough. Children thoroughly enjoy imaginative play and express their creativity as they access the home corner and garage role play areas. They select cars and tools and engage fully with one another as they pretend to mend them. Children have some access to programmable toys to support their Information Communication and Technology skills, however, these are not always available and working to further develop their skills.

The setting takes all reasonable steps to ensure the children's welfare needs are met. The link between indoor and outdoors is sufficient to enable children to move freely between and have regular opportunities for fresh air and exercise. They enjoy the freedom to run, explore and practise their balancing skills as they climb on the small climbing frame. This contributes towards their good health as they gain increasing control over their bodies. In addition, they display a good understanding with regard to keeping themselves healthy as they independently wash their hands prior to enjoying a nutritious snack of fruit, cheese and breadsticks. Children demonstrate their feeling of being safe as they approach the staff for comfort and reassurance. Staff gently remind children to be careful as they enthusiastically move around the premises, supporting their understanding of their own safety, as well as others. Children behave very well and respond positively towards staff members who have realistic expectations in accordance with children's ages and stages of development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met