

West End Pre-School

West End First School, Ridge Terrace, BEDLINGTON, Northumberland, NE22 6EB

Inspection date

04/02/2014

Previous inspection date

13/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Planning is effective and clearly targeted to meet children's needs and interests. Therefore, children make good progress in their learning. Children's language and communication skills are developing very well. This is due to staff giving children lots of opportunities to talk during group time and holding conversations with them during activities and routines.
- Children's emotional needs are well met and their behaviour is good. They are happy, settled and feel secure in the pre-school.
- Staff take effective steps to ensure children are safe and secure within the pre-school.
- Staff have friendly relationships with parents. They welcome them into the pre-school for open day sessions and ensure that they keep them well informed.

It is not yet outstanding because

- Children's decisions regarding what they want to do, are not always fully supported due to staff limiting the numbers of children allowed in particular areas and not providing sufficient flexibility to accommodate their choices.
- The manager and staff do not yet carry out specific observations on each others practice to further support the supervision process and ongoing staff development.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the manager and staff throughout the inspection.
- The inspector took account of the verbal views of parents and carers on the day.
- The inspector looked at a sample of documentation, including children's learning journals and a sample of other policies and records.
- The inspector observed activities and routines in the playroom and the outdoor areas and spoke with children.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.

Inspector

Shirley Peart

Full report

Information about the setting

West End Pre-School was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Bedlington, Northumberland and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The pre-school employs seven members of childcare staff. Of these, one holds a level 2 qualification; three hold a level 3 qualification; one holds a level 4 qualification and one holds a level 6 qualification. The manager holds Early Years Professional Status.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 12 noon and 12.45pm until 2.45pm. Children attend for a variety of sessions. There are currently 50 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's decision making and choices, by ensuring that staff can reorganise areas easily, such as water play, to ensure that children can take part when they choose
- support children's development and the quality of teaching further by carrying out staff peer on peer observations.

Inspection judgements

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

Staff plan a range of stimulating activities for the children that link effectively to the seven areas of learning and stem from children's needs and interests. There is a clear focus on specific aspects based on staff discussions about children's individual learning needs. This means that adult-led and planned activities are sharply focused to aid children's progress. Staff complete regular assessments of children's learning and link this back to relevant guidance, to ensure that children are demonstrating typical development for their age. Their observations of children are used well and their assessment tools are effective in ensuring that they can identify any gaps in children's learning. This ensures that they

target support where it is needed and that children are well prepared for the next stage in their learning, such as school. Children clearly enjoy their time in the pre-school. They eagerly approach the activities and enjoy their free-play. Children love to play with their friends in the role play area and in the cosy, covered book area. They pretend to be the 'teacher' and 'read' books to their friends using a range of puppets and story books. Children speak clearly and are very assertive. Overall, children have plenty of choice in what they wish to do. However, restricting numbers of children to two in the water play, does not always enhance their individual decision making and choices. For example, staff have not yet thought of ways to reorganise areas easily to ensure that children can take part in a particular activity when they choose. Children paint with gusto at the painting easel and tell staff that they have painted a picture of their dog. Staff engage children in conversation about this, as they know that they have recently gained a pet puppy. During registration and carpet time, children listen to staff, speak clearly in a group, find their names and add them to the tree. This shows that they are demonstrating good communication, language and literacy skills for their age.

Staff ensure that they provide good provision for two-year-olds as they now offer places for this age group specifically in the afternoon. This helps them with their transition into the pre-school group when they are ready. When the older children leave after the morning session, staff rearrange furniture and put out relevant equipment to suit the ages and stages of the younger children. For example, chunky cars, figures and easy to hold writing implements and spongy floor mats. This ensures that their needs are well met. Staff carry out the progress check at age two years competently and ensure that parents have the opportunity to add their comments. Any children with special educational needs and/or disabilities are given plenty of support. One-to-one care is given by staff to ensure that children manage well in a group situation. They record activities that children take part in and monitor what they do and how they react. This helps to build a picture for key persons and inclusion workers, so targeted support is put into place quickly.

Staff use effective teaching strategies to promote children's progress and involve parents in their learning. Children often choose to take home the 'friend bear,' back pack and book, which gives parents and children a chance to share what they do at home, at weekends or on holiday. Parents add photographs and captions to the book and children enjoy looking through this during the pre-school sessions, as they talk about what they did. Individual learning journals show photographs and captions of children's development and are available to parents. Staff ensure that parents always take these home every half term, so that they can review their children's progress and learning and add their comments. Parents are also invited to 'stay and make' sessions throughout the year, which are informal days giving them a chance to spend time in the group with their children and staff. This ensures that parents are welcomed and fully involved in the life of the pre-school, which supports children's learning very well.

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

Children enter the pre-school happily and leave their parents easily. They eagerly approach the toys and activities and engage in play quickly. There is an abundance of good quality equipment, which is easily accessible and available for them to choose from.

When children get their coats for outdoor play or home time and ask staff for help to put them on or fasten them up, they encourage and support children to do as much as they can for themselves. This aids children's independence and self-esteem very well.

Children's behaviour is good and the staff are firm but fair, when managing this. Therefore, children begin to show that they understand the boundaries and safety rules when given reminders, such as why they should not run indoors or climb on their chairs. They receive lots of positive meaningful praise from staff, such as when they eat all their snack and put their plates and cups away. Children say 'please' and 'thank you', push their chairs under the table and give staff 'high fives' when they do something good. This shows that they are developing traditional manners, which helps to develop their personal, social and emotional development very well. During carpet time, children read the pre-school 'rules' along with staff, which reinforces positive behaviour.

The key person system is well organised. Children know which colour group they are in, but as some staff are new, the manager and deputy often oversee the care and education of all children. Therefore, children have good relationships with all staff and are emotionally secure. Parents share what they know about their children's needs and interests when they start. This ensures that staff have all the knowledge and information they need to help children settle quickly and provide activities that interest them. Children with English as an additional language are effectively supported as staff find out all they can about children's abilities in speaking English. Staff complete courses and work successfully with the local authority where necessary. This ensures that they have the necessary knowledge to support children. Consequently, children cope well with the transition from home to pre-school.

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

The manager has a good understanding of the Statutory framework for the Early Years Foundation Stage and how to implement this in practice. She holds Early Years Professional status, so she has recent knowledge of how best to support children in their learning. The manager has a good overview of children's development as she uses effective systems that help her to monitor where they are at, from the information staff record on their observations. All staff complete regular child protection training and all permanent staff hold valid paediatric first aid certificates. The manager knows what to do if she has concerns over a child's welfare and attends meetings with external professionals where necessary. This ensures that children remain safe. Clear recruitment and selection procedures are in place. All new staff are interviewed and vetted to ensure they are safe and suitable to work with children.

Focused improvement plans are periodically updated to identify what needs to be done to develop the provision further. Currently, the manager is working with the out of school group, who also uses the premises, to develop the activity areas further to benefit the children's care and learning. They have successfully addressed the recommendations from the last inspection. This ensures that safety checks are now completed on the outdoors, children have more access to programmable toys and systems to record their progress are

effective. Staff also have input into how the group can be improved. For example, when one staff member noted that there was a lot of congestion in the room at collection time and she was concerned about safety, the staff discussed this and changed the way in which children are handed over to parents. This ensures that they are safe and cannot leave the premises unnoticed. Consequently, children's care and welfare is effectively promoted. New staff go through an induction and state that they find the manager helpful, especially when taking over a new key group of children. For example, she supports them to become familiar with the planning, learning and development systems, so that they carry out their roles competently. Formal annual appraisals are carried out and as the manager is usually included in the ratios, she has a clear presence in the pre-school and works alongside staff. However, there is scope to support children's development and the quality of teaching further, by carrying out peer on peer observations to support the supervision of staff and their own personal development. The manager and many of the staff hold higher level qualifications or are working towards them. This shows that they invest in their own self-development and keep themselves up-to-date with current childcare issues. They work well together as a team, share information over lunchtimes, in-between sessions and have formal meetings regularly. Consequently, children are cared for by competent, well-trained staff, which promote their learning and development successfully.

Parents and carers are very pleased with the provision. They state that their children enjoy coming and many chose to send their younger siblings to the two-year-old group in the afternoons. They feel that they get sufficient information on their children's learning. They state that staff are approachable and feel at ease talking to them about any concerns they have regarding their child's development. They are confident that the staff will help and support their child to make progress. They also feel that the pre-school gives them a secure base to help them prepare for school. There is a wealth of information in the entrance foyer, such as the latest newsletters, Ofsted report and staff photographs and names. Staff work closely with the school and external agencies. Inclusion workers attend the group to observe children with special educational needs and/or disabilities to provide advice and guidance on how best to support children's learning and progress. Children move up to school at two different times of the year. The reception class teachers have a strong influence in supporting children with the move. They spend time in the pre-school and children are taken for short visits to familiarise themselves with the school environment. Staff also complete formative assessments on children at the end of their time in the pre-school and pass this information onto parents and school staff. Some shared facilities, such as the enclosed outdoor play area, also help children to cope well with the transition.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	EY417582
Local authority	Northumberland
Inspection number	879930
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	50
Name of provider	West End Pre-School Limited
Date of previous inspection	13/09/2011
Telephone number	07765707860

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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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