

Westnewton Pre School

St. Matthews C of E School, Westnewton, WIGTON, Cumbria, CA7 3NT



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| Inspection date | 3 November 2016 |
| Previous inspection date | 26 February 2013 |

| 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

- Leaders and managers are highly proactive in reflecting on the quality of the provision. The strong skills of the committee support the well-qualified staff team exceptionally well. Areas for improvement to the provision are gathered collectively between committee members, staff, parents, children and other professionals. Outcomes for children are excellent.
- Children's emotional well-being is fostered exceptionally well. Staff are extremely kind, gentle and caring, offering superb support to those children just settling in or who are less confident. They offer reassurance through continual praise, encouragement and distraction techniques.
- Staff teach children extremely well how to respect each other and value each other's opinions. Staff are excellent role models, involving children in planning their own environment. Children's views are recorded and staff give them the time and space to put their own plans into action.
- The quality of assessment is exceptional. Observations of children at play are used extremely well and inform the planning for individuals and groups of children. This has a substantial impact on the progress children make in their learning.
- The enthusiastic staff team provides children with an impressive learning environment. Staff have an excellent knowledge of how children learn. They use a variety of educational methods to ensure that all children learn in the best way that suits them. Children thrive in the pre-school and thoroughly enjoy their time there.
- Parents are fully involved in their children's learning. There are exceptional relationships established between the pre-school staff and families. The partnerships start before children commence at the nursery with home visits, helping staff to get to know children from the very beginning.

What the setting needs to do to improve further

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

- strengthen the already outstanding performance development opportunities for staff and enhance their existing high-level teaching skills.

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 completed a joint observation with the pre-school manager.
- The inspector held discussions with the pre-school manager and a member of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation, children's assessments and overall tracking documents.
- The inspector checked evidence records of the suitability and qualifications of staff working in the pre-school. The inspector checked the suitability of committee members and discussed their skills.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Leaders, managers and staff have an exceptional awareness of the procedures to follow should they have any concerns about children in their care. Staff assessments of children's development are meticulous and ensure that any gaps in learning are quickly addressed. The manager makes excellent use of performance management opportunities and regular supervision meetings. These highlight staff's development needs and extensive training opportunities are utilised extremely well. Staff use what they learn to provide innovative experiences to inspire children. Leaders and managers are passionate about ensuring children benefit from high-quality teaching. They have identified that performance management is an area that can be intensified to maintain and strengthen staff's skills.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled in supporting children to make outstanding progress in their learning and development. For example, targeted small-group sessions for younger children are highly effective in fostering children's personal, social and emotional development. Staff make excellent use of skilful questions to support children's problem-solving skills and introduce mathematical language into all activities. Older children think about geometric images and three-dimensional shapes when building constructions. Young children explore the resources and environment with enthusiasm. They enjoy the feel of soft sand running over their hand. They use natural resources, such as fallen leaves, to make marks on window panes. All children take delight in learning about letters and sounds. This is extended exceptionally well as older children learn about the number of syllables in their names.

Personal development, behaviour and welfare are outstanding

Staff and children use the highly stimulating indoor and outdoor environment to their advantage. Children listen carefully, showing focus and excellent concentration skills as they take part in making dough. Staff skilfully introduce new vocabulary and link their activity to the autumn colours in the surrounding trees. Children's behaviour is exemplary and they build strong friendships with their peers. Staff teach children about the importance of adopting a healthy lifestyle. Extensive opportunities are provided to support children in learning about cross-contamination and personal hygiene. Children's learning about making sensible food choices is enhanced through activities, such as growing vegetables and regularly making soup.

Outcomes for children are outstanding

All children, including funded children, make excellent progress based on their individual starting points. They are highly independent from a young age. Children are extremely eager to learn new things and are very well prepared for their move to school. They develop a strong sense of curiosity and positive attitudes towards learning. Children have an active voice and take part in events that they will become more familiar with in later life. They manage their behaviour and expectations well and gain abundant skills in mathematics, writing and reading.

Setting details

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| Unique reference number | EY449066 |
| Local authority | Cumbria |
| Inspection number | 1066020 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 20 |
| Number of children on roll | 25 |
| Name of registered person | Westnewton Pre School |
| Registered person unique reference number | RP910256 |
| Date of previous inspection | 26 February 2013 |
| Telephone number | 01697 320 545 |

Westnewton Pre School was registered in 2012. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3. One member of staff holds qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm for four days of the week and 8.45am until 1pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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