

Clever Clogs At Westerings

Westerings Primary Academy, Sunny Road, Hockley, SS5 4NZ



Inspection date	20 June 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Teaching is good. Staff provide a broad and varied range of activities and children are motivated and enthusiastic to join in.
- Children are happy, confident and secure because staff build positive relationships with them. This helps children to settle well at the pre-school and to develop secure bonds with the adults caring for them.
- Partnerships with parents are a key strength. There are good two-way systems for sharing information about children's needs and achievements.
- The manager regularly evaluates and reviews all areas of the pre-school. She takes account of the views of the staff, parents and children to identify strengths and weaknesses, to help make changes that will benefit the children.
- Staff are positive role models for children. They help the children to consider the feelings and emotions of others, to support them to manage their behaviour appropriately. Consequently, the atmosphere in the pre-school is calm and friendly.

It is not yet outstanding because:

- Although the manager has introduced a system for tracking children's progress, this is not yet refined enough, to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.
- The arrangements for the performance management and support of staff are not yet strong enough, to clearly identify how individual staff members can raise the quality of their teaching practice to the highest level.

What the setting needs to do to improve further

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

- refine the tracking of children's progress, in order to inform more rigorous analysis of the impact of teaching and intervention for different groups of children
- build on the good systems introduced for staff supervision and support, to further develop staff skills to enrich practice and improve outcomes for children.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff demonstrate a good knowledge and understanding of child protection procedures. They take effective action to protect children's health, safety and well-being, and staff supervise children well. The manager provides strong leadership for the staff team. She works alongside the staff and she is starting to consider more robust ways to supervise and manage staff performance. Staff establish effective partnerships with parents to ensure consistency in children's care and learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of their key children and are confident to talk about their development. They use observations and assessments effectively to identify children's next steps in learning and monitor their progress. Children enjoy both leading their own play and taking part in activities, guided by attentive adults. Staff promote children's communication and language development well because their interactions with children are strong. They enjoy joining in conversations with staff about what they are doing, and are eager to learn and use new words. Staff provide a range of interesting and stimulating resources in the indoor and outdoor environments. Timely interventions by staff ensure that all children's needs are appropriately met and that children develop the skills and attributes needed to support their move on to school.

Personal development, behaviour and welfare are good

Children are happy and confident and thrive in this warm and welcoming pre-school. They develop strong attachments to the staff caring for them and build secure friendships with their peers. An effective key-person system ensures that the individual needs of each child and their family are met. Children are able to follow routines well. They know about handwashing before meals and are as independent as possible appropriate to their age and stage of development. Snacks are nutritious and children enjoy this social time, when they can sit and talk to staff and friends. Children develop an understanding of healthy lifestyles. They enjoy regular fresh air and exercise in the outdoor area.

Outcomes for children are good

All children make good progress from their starting points. Children are well settled and develop good attitudes to learning. They show increasing independence in making decisions and select what they want to play with from the well-organised resources. Children look at books, happily exploring them on their own or with others. Children's personal, social and emotional development is supported well. They develop friendships and become confident communicators. Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school.

Setting details

Unique reference number	EY485221
Local authority	Essex
Inspection number	1001585
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	57
Name of registered person	Jane Elizabeth Duboux
Registered person unique reference number	RP513438
Date of previous inspection	Not applicable
Telephone number	07538868691

Clever Clogs At Westerings in Hockley registered in 2014. The pre-school employs 10 members of childcare staff. Of these, one holds appropriate early years qualifications at level 6, two at level 5, one at level 4 and four at level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 3pm. The pre-school provides funded early education for two- three- and four-year-old children. It supports a number of children who have special educational needs.

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