



Westhill Nursery Pre-School

Inspection report for early years provision

Unique Reference Number	106394
Inspection date	13 July 2006
Inspector	Samantha Powis
Setting Address	West Hill House, Braunton, Devon, EX33 1AR
Telephone number	(01271) 812938
E-mail	
Registered person	Anne Garland and Ruth Garland
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

West Hill Nursery Pre-School opened in 1960. The purpose-built nursery is in the grounds of the proprietor's home. It is an open-plan building, consisting of three adjoining rooms. There is also a small, enclosed outdoor play area. The children who attend the nursery come from Braunton and the surrounding area.

There are currently 47 children, aged from one to five years on roll. This includes 26

funded three and four-year-olds. The group supports children who have special educational needs and those for whom English is an additional language.

The nursery opens on each week day during school term times. This is from 09:00 to 12:00 on a Tuesday and Friday, and from 09:00 to 17:00 on a Monday, Wednesday and Thursday.

The nursery is a privately owned family business and both of the owners work with the children, one on a part-time basis and the other full-time; both hold relevant early years qualifications. Five other staff work with the children, all of whom hold relevant early years qualifications.

The nursery receives advice and support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's ongoing health and well being is not supported effectively. This is due to poor documentation relating to the recording of accidents and administered medication. Records are not maintained when medication is given to children, and information about accidents is often incomplete. Children are reminded to wash their hands, and are informed by staff about why they need to do this, however, they are provided with inappropriate resources to ensure the risk of cross infection is minimised. For example, children often use a communal towel which they pick up off the floor of the toilet area, to dry their hands. Suitable procedures are followed by staff when changing nappies, which helps to keep children healthy.

To support children's welfare, most staff have attended first aid training. Sufficient first aid resources are available to enable them to treat minor injuries. Children learn about the benefits of a healthy lifestyle through discussion and simple projects about healthy eating. They enjoy fresh fruit during the session, and are encouraged to enjoy the healthy options in their lunch bags before having other foods. They have drinks available to them at all times. Staff know about children's individual dietary needs. However, current arrangements do not ensure that the dietary needs of the youngest children are respected. These children can easily help themselves to someone else's drink or snack without staff noticing, therefore, they are not aware of what the child has had.

Children's physical development is satisfactorily supported. However, use of the outdoor area is sometimes restricted due to safety concerns. Children use a range of equipment both indoors and out which helps to keep them fit and healthy, and enables them to develop new skills. They use wheeled vehicles with increasing control and are very proud as they learn how to pedal them by themselves. They climb the steps up to the slide and on the rope ladder, with increasing confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is compromised as positive action is not always taken to promote their safety within the setting. Staff are vigilant about ensuring children are well supervised, however, steps are not taken to ensure risks are minimised. For example, the pond in the garden has not been made safe or inaccessible to the children and the outdoor area is not secure. Risk assessments are not reviewed to ensure that suitable measures are taken to protect the needs of the children attending. Younger children are at risk, as equipment and toys with small pieces are accessible to them. Staffing arrangements and systems for registering attendance are not successful in ensuring children's safety, as they do not show accurate times of their arrival and departure.

Children have access to a wide range of resources, however, some of these are damaged and not well maintained. For example, a plastic toy cash till in the role play area is cracked and therefore potentially dangerous to the children. Children have some opportunities to learn how to keep themselves safe. Staff talk to the children about road safety when they are out on outings. There is an emergency evacuation procedure in place, however, this is not practised regularly to ensure children are familiar with it. At times, emergency exits are blocked by resources, which delays the time taken to escape from the building.

Children's ongoing well-being is supported, as staff have a sound knowledge of child protection procedures. Many staff have attended training and are familiar with the groups policy. They are able to identify possible indicators of suspected abuse, and know the procedure to follow to protect children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children settle into the group well and get involved in the varied range of play activities set out for them. Staff are gaining an awareness of the Birth to three matters framework. However, this is not used when planning activities or assessing children's progress, therefore, not all activities are appropriate to support the learning needs of the younger children.

Nursery Education

The quality of teaching and learning is satisfactory and children are making steady progress along the stepping stones towards the early learning goals. Staff have a sufficient knowledge of the Foundation Stage curriculum. They are sensitive towards the children's needs and form positive relationships with the them. They provide them with a balance of both adult led and self chosen activities, and allow the children the freedom to explore these. There are systems in place to record children's progress along the stepping stones, however, these are not updated regularly. Therefore, they are not always used successfully to inform future planning. This means that individual children are not always supported in taking the next step in their learning.

Children are provided with experiences and activities that ensure they are covering

all six areas of learning. Planning identifies key topics. At times, some resources are poorly presented to the children. For example, the role play area is messy and cluttered. This prevents it being used effectively to extend children's learning.

Children are generally settled and separate from their carer with confidence. They are familiar with the daily routines and develop successful relationships with their peers and staff. They talk freely about their own lives, initiating conversations with others. At snack time, drinks are poured out for the children by the staff, this limits their ability to develop independence. Children are well behaved and understand the clear boundaries and expectations of staff.

Children's development in communication, language and literacy is supported well. They listen carefully to the group story about the bear hunt, demonstrating an obvious understanding of the familiar repetitive text. Children understand how to use books by themselves. They enjoy sitting in the book area, "reading" a favourite story to themselves or a friend. Children have many opportunities to make marks and write during their play. They understand that print carries meaning, and are encouraged to have a go at writing their name. Staff constantly alert children to the different sounds in words, which helps them to link sounds to letters. Children use numbers in their play, and enjoy joining in with number rhymes. They have opportunities to learn about shapes and talk about size, using language such as big and small. The children are beginning to recognise and identify simple two dimensional shapes such as triangles and circles. Children do not regularly engage in simple problem solving during practical activities, which means that older and more able children are not challenged to think about calculation and number patterns.

Children are introduced to the world around them through resources, projects and activities. They have regular outings to local places of interest and through discussion, learn about different cultures. The children enjoy the story of "Handa's surprise", and go on to talk about how the lives of people from other cultures and countries differ to theirs. They have some opportunities to learn about nature, for example, growing and picking their own fruit and vegetables. Children confidently use equipment such as computers, tape recorders and keyboards. They use the mouse with increasing control to navigate their way through an age appropriate programme on the computer.

Children's imaginations are encouraged as they regularly engage in exciting role play opportunities. They have fun making their own treasure maps ready for the pirates party. Children have daily access to creative materials such as paint and collage, allowing them to use their imaginations, whilst also taking part in more adult directed creative activities. Children use the musical instruments and recently enjoyed a music week. They join in enthusiastically with singing their favourite songs.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are given consideration and staff make sure that all children are included in the activities. They are welcomed to the group by a familiar member of staff, which helps to promote a sense of belonging. Children with special

needs are offered appropriate support to help them achieve. Very effective use is made of the local community and environment to increase children's experiences and understanding. They visit places such as the fire station and local church. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved, and are learning to share and take turns. For example, they respond to the staff's gentle reminders during the activities. Staff use effective methods to help children learn what is expected of them, such as use of the clock to encourage children share particular resources fairly. Children co-operate well as they help to tidy away during the session. Children benefit from the staff's regular use of praise and encouragement, and are proud to talk about their achievements. This helps to promote children's self-esteem and encourages good behaviour.

Partnerships with parents and carers are satisfactory. Parents are provided with sufficient information about the setting and its aims. However, some policies and procedures which they have access to, are incomplete or do not adhere to current regulations. This includes the procedures for keeping a record of complaints. Parents of funded children are provided with information about the Foundation Stage curriculum, and are given ideas of how they can support their child's learning at home, through the 'activities at home' sheet. Parents evenings are planned periodically, which ensures parents are provided with regular opportunities to discuss their child's progress and see the records that are kept.

Organisation

The organisation is inadequate.

The weak organisation of the Nursery means that children's health, safety and enjoyment are compromised. Children are not supported well on arrival, as there are insufficient staff available. The provider does not always adhere to the conditions of registration, regarding the ages of children cared for. A daily register of attendance is maintained, however, this does not include accurate times of attendance for staff or children. Although there is a procedure for recording visitors to the setting, this is not always completed. Staff recruitment and vetting procedures are unclear and staff files fail to include evidence of their suitability. This means that current procedures do not safeguard children from harm.

The premises are generally welcoming to the children, with lots of their own work displayed on the walls. They have both indoor and outdoor play space, which is adequate to meet their needs. However, some areas are cluttered, making it difficult for children to access specific items. Positive steps are not always taken to ensure children's safety throughout all areas, and at times, safety concerns limit children's experiences.

Documentation is poorly organised, and is not used to support children's care and learning. There is no procedure in place to support staff in dealing with an uncollected child and the complaints procedure does not adhere to current regulations. Records used to support children's health and not effective. The provider does not meet the needs of the range of children for whom they provide.

Leadership and management of the setting is satisfactory. The staff work together as a team and share responsibilities of the group, including planning. They meet to discuss activities, as well as the children's progress. Children's learning experiences are improved by staff's attendance at training and workshops. External support is sought from the local authority, to improve the care and learning for all children.

Improvements since the last inspection

At the last inspections, the setting were asked to ensure documentation was in place as appropriate. Documentation continues to be a weakness, and is not used effectively to support children's health and safety needs. They were also asked to increase staff awareness of the Foundation Stage curriculum and develop assessment procedures. Through training, staff now demonstrate a sufficient knowledge of the stepping stones and early learning goals, enabling them to support children's learning. Assessment records are in place, however, they are not used well to inform future plans.

Complaints since the last inspection

Since April 2004 Ofsted has received one complaint relating to National Standard 1: Suitable Person.

Concerns were raised regarding the suitability of the registered person. Ofsted asked the provider to investigate the concerns and report back. From the information provided there was no evidence that the National Standards were not being maintained. Therefore, the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the

following actions:

- ensure that there are effective procedures in place for checking that staff are suitable to work with children, and that records relating to these checks are always available
- ensure there is a minimum of two staff on duty at all times, and maintain an accurate register, which includes the exact times of attendance for children and staff
- assess the risks to children in relation to outside area, and take action to minimise these
- keep a written record, signed by parents, of medicines given to children
- improve knowledge and understanding of the requirements set out in regulations and ensure all policies and procedures are updated to reflect current regulations, with particular reference to the complaints procedure and the policy for an uncollected child
- ensure the conditions of registration, including the ages of children to be cared for, are adhered to at all times

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop assessment systems, to ensure these demonstrate children's progress along the stepping stones, to provide accurate information enabling staff to plan the next step in children's learning
- provide increased opportunities for children to use simple problem solving during practical activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk