



## Westgate Nursery School & Creche

Inspection report for early years provision

<b>Unique Reference Number</b>	511540
<b>Inspection date</b>	21 March 2007
<b>Inspector</b>	Rosemary Davies
<b>Setting Address</b>	82 Cricklade Road, Highworth, Swindon, Wilts, SN6 7BL
<b>Telephone number</b>	01793 861268
<b>E-mail</b>	westgatenursery@highworth82.freeserve.co.uk
<b>Registered person</b>	Sandria Murkin
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets 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?

Westgate Nursery School and Crèche registered in 1991. It is privately owned and operates from a detached house on the edge of Highworth, near Swindon, Wiltshire. Children attend from a wide area including Highworth itself, the surrounding villages and nearby towns. Children use one of seven rooms and are grouped according to age. There are associated kitchen, bathroom and office facilities. There is ready access to a secure outdoor play area. The nursery opens for five week days all through the year, with the exception of bank holidays and between Christmas and New Year. Sessions run from 08.00 until 18.00. After school and holiday care is available for children up to eight years, who have previously attended the nursery.

There are currently 54 children from five months to under eight years on roll. Of these, 16 receive funding for nursery education. The nursery supports children with learning difficulties

and physical disabilities, and those who speak English as an additional language. Children attend for a variety of sessions.

The nursery employs 16 staff of whom nine have appropriate early years qualifications at Level 3 or above. Regular support is received from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about healthy living very well when in this nursery's care. All children eat and drink according to their particular needs. Staff take great care to make sure those children with special dietary needs are catered for appropriately, liaising closely with parents. Babies' eating patterns are followed from home. Children eat appetising, nutritious main meals that are freshly cooked on the premises. They eat salads and raw celery sticks eagerly. Older children help themselves to snacks of fresh fruit, which they help prepare. During warmer days, these children grow some vegetables for themselves, so further extending their understanding of healthy eating. Children clean their teeth after lunch, learning the basics of good dental hygiene. All children benefit from taking fresh air daily, even in chilly weather, enjoying vigorous exercise. The older ones progress well in developing a variety of physical skills, such as climbing and balancing.

Children's good health is maintained well because of the effective procedures staff use to keep the nursery clean and hygienic. Appropriate nappy changing procedures are followed; cots and bedding are cleaned and changed regularly. Not all equipment is cleaned sufficiently often, however, resulting in some risk of cross-infection. Nevertheless, staff follow stipulated routines. Kitchen hygiene is very good. Written procedures followed meticulously, so that the health of children with allergies is safeguarded. Children receive very good care should they become unwell whilst at the nursery.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a very safe and secure nursery. Staff follow stipulated procedures closely to keep children safe. Visitors cannot enter uninvited; registers are kept appropriately. Thorough risk assessments identify potential hazards to children; staff do all they can to minimise these. Clear notices on each safety gate remind all adults in the nursery that these must be kept closed. Staff supervise children closely, remaining vigilant for their safety. Children learn about keeping themselves safe, gaining skills in handling real tools properly. Children's safety is maintained when being collected from school. Staff understand their responsibilities for safeguarding children, although some are not fully aware of all child protection procedures. Good fire prevention precautions are in place.

The upstairs rooms of the nursery provide a bright, inviting play environment for the younger children. All children have plenty of room in which to move around. They access a wide range of good quality resources. The downstairs storage area is well organised. The older children's

playrooms are not used effectively to help them become independent learners. The spacious garden area is used well for physical exercise. It is used increasingly as a resource for more general learning activities too.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children throughout this nursery enjoy their activities. Staff make appropriate use of the 'Birth to three matters' framework and the Foundation Stage Guidance to provide suitable activities for the children. Children use their senses in practical activities, learning through play. They enjoy choosing their activities. Babies begin to find their voices, as staff cuddle and talk to them often. Toddlers begin to put words together, learning new ones through their experiences, such as 'tambourine'. Older children extend their vocabularies through a range of suitable topics, learning about different shapes, for example. Sometimes, however, staff miss opportunities to extend children's learning. The favourable adult to child ratio supports children's development well. Relationships throughout the nursery are very good, being warm and friendly. Staff present very good role models to the children, who get on well together. They begin to think of others, fetching chairs for friends, for example.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make satisfactory progress overall towards the early learning goals of the Foundation Stage of their education. Staff have a secure understanding of the requirements of the Foundation Stage. Planning covers all six areas of learning, so that children experience a broad programme of learning. Written plans incorporate use of the outdoor area. Children make good progress when engaged in small-group, adult-led activities specifically planned to teach certain ideas; many children are able to write and recognise their names, for example. At the moment, however, their progress is not as quick as it might be. This is because staff do not plan a daily play environment that excites children's curiosity and makes them want to find out about things for themselves. The home corner, for example, is poorly equipped and uninviting. This both limits children's progress and their ability to be independent in their learning. Sometimes, when altogether in a large group, children are not questioned effectively and their attention drifts.

Staff have recently introduced a new assessment system, based on first hand observation of children. They use this well to identify accurately what children know and can do. The system is effective in pinpointing whether children have additional educational needs. Planning is beginning to be informed by assessment. There is insufficient planning of child-initiated activities, however, which takes account of starting from what children already know and can do.

Children's personal, social and emotional development is an area of learning with several strengths. Children develop their personal independence well. They enjoy making decisions about when to eat and drink, for example. They are confident in the nursery, moving around freely and talking ably with both children and adults. They readily greet staff from different areas of the setting, having a strong sense of the nursery as a community.

## **Helping children make a positive contribution**

The provision is good.

This nursery welcomes all children warmly. Children with additional needs receive appropriate attention, as staff have a good understanding of the Code of Practice for Special Educational Needs. They work closely with both parents and outside professionals to meet individual children's particular requirements. Children learn about the wider world and its diversity. Children throughout the nursery behave well. Staff praise children's contributions. Children understand what is expected of them. They know the nursery's routines and take turns happily. Staff intervene quickly when needed, so that minor disagreements are nipped in the bud. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents and carers receive a wide range of good quality information about the nursery and what it offers their children. They receive daily information about what their children do whilst in the nursery, such as the food eaten and amount of sleep babies take. Parents and carers of children who are funded for nursery education, receive accurate information on their children's progress in the Foundation Stage. Parents are invited to parents' evenings and receive written reports on their children's progress and development.

## **Organisation**

The organisation is good.

The nursery has a very clear management structure. Detailed staff roles result in everyone knowing their duties and responsibilities. Robust procedures make sure that persons who are suitable to do so, care for children. There is a stable staff team. This benefits the children, helping them settle into the nursery quickly. Emphasis is placed on appointing well-qualified staff and there is a clear expectation that training will continue. This is identified through annual appraisal and the nursery's development plan. Senior staff detail a clear vision for the nursery's future in this plan. They identify the nursery's main strengths and weaknesses well, overall. Staff speak highly of the nursery, as do parents.

The nursery is well arranged, making the most of the available space to meet the children's needs. The nursery day is organised so that routines meet children's welfare needs. All legally required documentation is in place, although the complaints procedure requires some updating. Clear policies and procedures underpin the smooth and efficient running of the nursery; however the cleaning of equipment requires a minor alteration. Paperwork is extremely systematically organised.

The leadership and management of nursery education are satisfactory. Staff working with the older children are deployed well, covering learning both inside and outside the nursery. They use an accreditation scheme to identify which areas of the curriculum need developing, such as more emphasis on outdoor learning. The nursery takes, and acts on, advice from outside professionals and this too is leading to improvement in what is offered to the children. However, there is insufficient monitoring by the senior nursery staff of the day-to-day activities for the older children. This means that some weaknesses have not been picked up and acted on, such

as over-use of information technology by some children, owing to a lack of other activities to attract their interest. The nursery meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Following the last inspection for care, it was recommended that the nursery improve its range of resources to promote equality of opportunity and anti-discriminatory practice. The nursery has addressed this issue and children now see positive images of the diversity of the world around them.

Following the last inspection of nursery education, the nursery was required to address issues relating to children's use of technology, their learning in mathematics, their independence and improving children's ability to concentrate at times when they are together in a group.

The nursery provides children with suitable opportunities to learn about mathematics, and has introduced 'self-service' style snack times, which helps children be independent. Children have regular use of a range of technology. During most group times, such as story time, children listen carefully. As a result of all these measures, the quality of care and education offered to the children, has improved.

### **Complaints since the last inspection**

Since the 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 good. The registered person meets 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 further the registered person should take account of the following recommendation(s):

- re-consider the policy and procedures for cleaning equipment
- ensure all staff fully understand procedures to be followed to safeguard children's welfare

- ensure children are challenged appropriately, with their learning, building on what they already know and can do (also applies to Nursery Education)

### **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):

- provide a stimulating daily environment which encourages children as independent learners
- implement a system to monitor the day to day effectiveness of the nursery education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)