



## Westhill Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	142879
<b>Inspection date</b>	15 February 2007
<b>Inspector</b>	Michelle Tuck
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<b>Registered person</b>	Westhill Nursery
<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Westhill Nursery operates from a converted classroom, within the grounds of King Arthur's Community School, on the outskirts of the town of Wincanton. The nursery has a kitchen area within the room, and access to toilet facilities, and a fully enclosed outdoor play area.

This parent committee run group are registered to provide 24 places for children aged between two and five years. There are currently 53 children on roll, of which 32 are in receipt of funding for nursery education. The group support children with learning difficulties and/or disabilities. No children who attend have English as an additional language.

The group open five days a week during school term times. Sessions operate from 09.15 to 11.45 and 12.30 to 15.00 Monday to Friday.

Five members of staff work with the children, three are qualified to level 3 in early years and one is working towards her level 3. The setting maintains positive links with the local schools, and the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a range of activities that assist them in developing their large muscle skills and encourage a healthy lifestyle. They are confident when in the garden and enjoy using the variety of equipment available to them. This includes small tools, such as trowels to dig in the garden, and climbing apparatus.

Children are very independent in their personal care and most go to the toilet unaided. They are able to deal with personal hygiene issues with ease, for example, washing and drying their hands after using the toilet. Staff provide a high level of support to children who are learning these skills and give gentle reminders within the daily routines, such as, "can you wipe your nose please." Most staff hold first aid qualifications. There are effective procedures in place to record and monitor accidents and administration of medication. Parents countersign all documentation, this ensures they are fully aware of any incidents that have happened to their child.

Children receive healthy snacks at the nursery. Staff display the weekly menus on the notice board outside the room for parents to see. They discuss and record individual children's dietary needs and parental preferences and follow thorough procedures to ensure they adhere to these at all times. Children have opportunities to access drinking water if they desire during the session, and there are snack times to ensure all children have a drink regularly. Snack times are a sociable occasion with staff sitting to the table and chatting with the children.

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

The provision is good.

Children are happy and settled in the warm, welcoming and child-centred environment where they can play freely and safely. Staff minimise the risks of accidental injury through daily safety checks and regular risk assessments, however, not all electrical sockets are inaccessible to children. Staff have a good understanding of setting safe limits while allowing the children to explore the environment they play in. Children are learning to take responsibility for keeping themselves safe. They develop this further through gentle reminders from staff, for example, not to run around inside. Staff and children practise procedures to ensure their safety, such as evacuation of the building in an emergency. However, the fire log lacks detail.

Staff ensure the rooms are attractively set up prior to the arrival of the children. They rotate the toys and resources within the daily routines to ensure all children access a variety of equipment. Children easily access and select the toys they wish to use from the wide range available and stored in low-level shelving units around the room. Regular communication ensures

parents are aware of the toys and activities their child has participated in within their time at the nursery.

Children are protected by staff who have a clear understanding of the signs and symptoms of child abuse. Clear and effective procedures are in place for staff to follow should they have concerns regarding a child in their care. Staff are aware of their responsibilities to the children and ensure they protect the welfare of children at all times.

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

The provision is good.

Children arrive happy and settle quickly into the routine of the day. Strong bonds are in place between parents, key workers and children. Children make friends with their peers and happily converse with the stable staff team and visitors to the setting. Staff have a good knowledge and understanding of the Foundation Stage curriculum and the Birth to three matters framework. Planning in all areas of the nursery focuses on children's choices and interests. Staff build on these to develop the weekly activities, for example, two children independently set up an operating table and use the equipment in the Doctor's bag to examine a doll. Staff encourage the children to describe what they are doing and allow them the freedom to develop this role play. They provide a good range of interesting and exciting activities within the weekly routines; younger children especially enjoyed scooping the soil into pots and planting seeds. Effective procedures are in place to record children's progress. However, regular observations to monitor progress and identify children's next steps in learning are not undertaken on younger children. Children receive a high level of support from staff both in free-play and planned activities. Children thrive in the relaxed and well organised environment.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children learn through rich, varied and imaginative experiences. Activities are planned to cover a wide range of exciting and stimulating topics across all six areas of learning. The playroom is presented in a vibrant way and promotes a topic so well that children are motivated and excited by the play opportunities and engage in everything on offer enthusiastically. For example, the topic of 'growing' is carried through every aspect of the daily routine. Children free-play in the role-play area as shop keepers at a garden centre shop. They weigh plastic fruit and vegetables and wrap them in paper bags for the 'customers' to buy. At circle time they talk about the seeds they have planted. Their mathematical development is well promoted using various methods, such as drawing bar charts to show the different heights of the beans they have planted. The preparation of children's activities is excellent. Staff communicate with each other and the children constantly, which ensures their learning is rapid and highly effective. Children problem solve in all they do, make decisions about their play and think about the possible outcomes.

Children greatly benefit from small group time and one to one within a session. Teaching is consistently inspiring and challenging for all children. Staff record children's progress along the stepping stones and use their observations from focus activities, such as the activities at key worker group time, to influence their future planning to ensure individual children's needs are being met. Children thrive as they have plenty of time and opportunity to practise their

skills and learn from their peers. There is no pressure on children to succeed as all efforts are praised and valued. Children negotiate with others and take responsibility for their actions. They have an excellent awareness of right and wrong in line with their stage of development.

Children learn about the world around them, through interesting activities. Every aspect of the children's learning is reinforced through meaningful, visual experiences. For example, children look at plastic mini beasts through magnifying glasses, and are able to explain things get bigger when under the glass. Activities such as this, results in children showing high levels of curiosity and good concentration.

Children enjoy messy play with custard. They talk with staff about containers being full and empty. They remember the custard started as powder and with help they count how many small bottles it takes to fill a plastic bowl. Children listen very well to their favourite stories, they hide behind their hands when listening to a 'scary story' or join in with the words and actions to 'we're going on a bear hunt'. Children are confident and independent in all tasks they attempt. The curriculum is successfully tailored to individual children's needs and abilities, which ensures effective support and sufficient challenges are provided to help children achieve their full potential.

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

The provision is outstanding.

Children gain a well-developed respect for others and their beliefs, cultures and traditions through discussion, planned activities and resources which promote positive images of diversity. For example, children have access to books, which show men and woman in different roles and with different skin colours. Topics include opportunities to explore other festivals and cultures which have personal meaning to children attending the nursery. For example, the children explore 'Thanksgiving' as children in the group have experienced this. Parents are encouraged to come into the nursery and tell the children about festivals or experiences personal to their family, for example, what Christmas is like in Germany. Children show an excellent understanding and awareness of others. For example, children with learning disabilities are enthusiastically welcomed into the group by their peers and inclusion is very evident. Staff support children with learning disabilities and/or difficulties exceptionally well and have instigated picture cards to help children communicate what they want to do. This is beneficial to all children, aids communication and promotes equality. Children's individual needs are met in a highly effective, effortless way by staff. All children have equal opportunities to partake and with additional support skilfully provided for younger or less able children to participate. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is exemplary. They know the rules and routine, respond to staff's requests immediately and are proactive at helping to tidy away and clear the room for the next activities. Older, more able children assist younger children with tasks and enjoy showing them how to behave. They respond immediately to staff praising children for beautiful sitting or sharing nicely by imitating their actions to receive praise themselves. They explore feelings and learn skills to become self-disciplined and work together effectively on their own or with others. Staff are consistent in their behaviour management and reward children constantly with verbal praise or encouragement and positive body language.

The partnership with parents and carers is outstanding. Children benefit greatly from the effective sharing of information between staff and parents. For example, policies and procedures are shared with parents, planning is displayed for parents and letters are sent home about the topics to be covered each term. Children's initial assessments include input from parents and their individual progress is shared regularly. This ensures children's individual needs are met effectively. Staff have an excellent understanding of family situations from informal, yet professional relationships that have been built.

## **Organisation**

The organisation is good.

Children's care is significantly enhanced by exceptional organisation. Most aspects of the daily operation of the setting are exemplary. Children have opportunities to enjoy free-play as well as planned times to explore specific activities tailored to their individual needs. For some activities children participate in small groups, others as a whole. Either way, children are always supported exceptionally well by committed and enthusiastic staff who work harmoniously together. This impacts greatly on the children's happiness and having their individual needs met so well. The setting meets the needs of the range of children for whom it provides.

All policies and procedures are regularly updated and reviewed to reflect current practices. The staff promote positive practices consistently as they are skilled in their role and give the utmost priority to children.

The leadership and management is outstanding. The supervisor is supported by a committee who are very supportive. Regular interactions between staff and committee meetings ensure the provision is constantly monitored and evaluated to meet the needs of the children and staff keep up to date with the latest information for consistency. The supervisor and her staff team are committed to improving the outcomes for children and immediately address any identified weaknesses. Training is given a high priority and staff's knowledge of the Foundation Stage curriculum and the National Standards is excellent. This enables them to maintain the high standards and deliver a very effective curriculum.

## **Improvements since the last inspection**

At the last care inspection the group agreed to include in the child protection policy, procedures to follow with regard to an allegation of abuse made against a staff member or volunteer. The child protection policy has been updated to include all necessary information. They also agreed to include Ofsted details in the complaints procedure. The group are familiar with the correct procedure to record complaints and the procedure contains details of Ofsted.

At the last nursery education inspection there were no key issues raised. The group agreed to consider giving children more opportunities to link sounds to letters and more opportunities for them to calculate in every day situations. The children have regular opportunities to count, for example, how many children are present and they link sound to letters, such as when they find their name to self register when they arrive.

## **Complaints since the last inspection**

Since the last inspection 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 outstanding.

### **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):

- ensure all electrical sockets are inaccessible to children
- keep a detailed fire log
- develop the systems in place for formally observing and regularly recording younger children's progress

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)