

Westwood Day Nursery

Inspection report for early years provision

Unique Reference Number	EY290857
Inspection date	20 February 2008
Inspector	Lisa Jeffries
Setting Address	Westwood Business Park, Westwood Way, Coventry, West Midlands, CV4 8HS
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Registered person	Child Base Limited
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The nursery was registered in 2004 and is situated on a business park in Coventry. It operates Monday to Friday between 08:00 and 18.00, all year round. There is an outdoor area available for recreational play.

The group is registered to care for a maximum of 65 children at any one time and there are currently 69 children on roll; this includes eight funded children. Children attend for a variety of sessions.

The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery employs 15 practitioners, the majority of whom hold relevant childcare qualifications. The setting receives support from an advisory teacher and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is unquestionably promoted as practitioners follow effective health and hygiene procedures to successfully support children's personal needs. Positive steps are taken to prevent the spread of infection and precise cleaning routines and daily rotas ensure that a maximum level of hygiene is maintained at all times. For example, practitioners consistently wear gloves and aprons during nappy changes and tables are routinely wiped with anti-bacterial spray before use to reduce cross-contamination. Children receive optimum care in the event of an accident or if they become ill and are comforted by caring, committed practitioners. To support this, practitioners are trained in paediatric first aid and first aid kits are fully stocked and easily accessible. Robust systems are in place to record any accidents and the administration of medication.

Children have many opportunities to develop their independence which encourages a sense of responsibility. Practitioners inspire the children's interest through discussion and by providing equipment to encourage their self-help skills. Children are actively involved in tasks and complete simple errands such as helping practitioners. Excellent toilet and hand-washing facilities encourage children to move towards independence. Low-level facilities are available and signs remind children to wash their hands. All of the children's routines in relation to eating and sleeping are willingly accommodated and their individual needs are continuously met in-line with parental preferences. Children are proactively learning about aspects of a healthy lifestyle and making healthy choices.

Children experience a wide range of healthy, nutritious meals which are prepared by the cook. These include chicken and ham pie, lamb cobbler, tuna hot-pot, cheese and broccoli bake and turkey bolognaise. A selection of vegetables are offered on a daily basis and the setting supports the British Heart Foundation by providing colours of the rainbow. Children's understanding of healthy eating is fully consolidated through topics, and foods from around the world are presented. In addition, children take pleasure in baking. Older children are encouraged to self-serve, pour drinks and lay the table, with practitioners close by to supervise and offer support if required. Children voluntarily access drinks throughout the session to ensure they are well-hydrated and all specific dietary requirements are meticulously met.

Children's physical play experiences are fully promoted through an extensive range of activities and the provision of large spaces for vigorous free movement. They enjoy access to an outdoor play area where they enhance their skills using a variety of equipment such as ride-on toys, hoops, balloons, beanbags and balls. Large play apparatus, including a climbing frame and slide encourages children to develop coordination and balance. Children take pleasure using the digging area and the setting implements a comprehensive physical development programme. Indoors, children respond enthusiastically to music, movement and dance sessions, learning about their bodies and giggling in delight as they participate. As a result, children benefit from substantial exercise and fresh air and they become skilful in a range of movements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a well-organised setting which fully supports their care, learning and play. Rooms are vibrant and appealing and children have plenty of floor space to initiate and

extend their activities. Considerable thought is given to bright, colourful and temporary displays. In addition, children's artwork is displayed on the walls, helping to create a stimulating and welcoming learning environment. The manager is vigilant in ensuring that the premises are maintained in a good state of repair and as a result children are able to explore and learn in secure and safe indoor and outdoor spaces. Children use safe and suitable equipment and confidently self-select from a wide range of toys. Resources are stimulating, fun and offer sufficient challenge.

Practitioners are committed to taking positive steps to minimise risks and prioritise children's safety. Thorough risk assessments are routinely conducted and practitioners carry out frequent visual assessments of each area. To support this, a comprehensive health and safety policy and systematic checklists are consistently implemented. Children are well protected from the risk of fire as all practitioners receive annual training and the emergency evacuation procedure is sensitively rehearsed with the children. Access to the provision is fully controlled and attentively monitored. However, the visitors book does not consistently record departure times and as a result practitioners are not always aware of who is on the premises at any one time. There are effective systems for the safe arrival and collection of children.

Children are actively learning to keep themselves safe through topics and through gentle prompts from practitioners, for example when using scissors, utensils and tools. Children show a good awareness of space, themselves and others. The environment supports children's choices to be active or to rest and there are ample places where children can relax. In addition, children enjoy highly organised and safe outings which practitioners use as a valuable opportunity to discuss road safety. Safety and security information is actively disseminated to parents through signs and newsletters.

Children's welfare is paramount and they are effectively safeguarded from harm. Practitioners have a strong knowledge and understanding of their roles and responsibilities in relation to child protection and are aware of local procedures. They are knowledgeable about the children in their care and intuitive of their needs. Reference guides are kept close to hand and there is a designated member of staff responsible for safeguarding children. However, the safeguarding children policy does not include relevant contact details for external agencies. Children's records are accurate and kept up-to-date and all practitioners have received relevant training. This ensures that best practice regarding child protection is followed.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extraordinarily happy and enjoy their time at the setting. They benefit from the practitioner's caring attitudes and enthusiasm for providing high quality learning experiences. A key-worker system is used effectively to gain information about children's personal routines, needs and preferences and provides a continuity of care that ensures children feel secure and nurtured. Children enjoy taking on responsibility for tasks within the daily routine which helps to develop their confidence and independence, such as during meal times or when it is time to tidy up. The rich, varied environment supports children's learning and development in all areas.

Practitioners demonstrate an exceptional understanding and application of the 'Birth to three matters' framework. Weekly plans are designed for children at all stages of development and practitioners implement careful tracking of children's development throughout the nursery. Babies and younger children play with a wide range of stimulating and imaginative toys and resources and they experience a variety of experiences to excite and motivate them. For example,

messy play, water play and the use of natural resources such as dough and sand. Children are provided with lots of opportunities to develop language and communication and to interact with others.

Nursery Education

The quality of teaching and learning is outstanding. Practitioners provide challenging expectations and relevant, developmentally-appropriate learning opportunities. As a result, children are involved in activities for sustained periods. Children benefit from a variety of teaching methods such as effective questioning and they make rapid progress towards the early learning goals. A strong emphasis is placed on building children's self-esteem and practitioners form close relationships with the children, act as good role models and use creative methods to inspire the children in their care. The environment plays a key role in supporting children's learning.

Effective planning and assessments ensure that children are consistently engaged in a broad variety of activities. Practitioners acknowledge that children learn in different ways and at different rates and plans distinctly show how activities are extended to provide sufficient extension for older or more able children and adapted to provide additional support for younger or less able children. For example, practitioners plan for smaller steps in learning for younger or less able children. Plans are flexible to allow children to lead their own learning. Consolidation weeks are used to maximise future planning and to ensure that activities match the individual needs and interests of children.

Planning starts with observing children in order for practitioners to understand and consider their current interests, development and learning. Observations are evaluative and are used to help practitioners plan for the next steps in children's development. Practitioners conduct the observation process systematically to ensure all children are observed. Developmental files are maintained, documenting children's learning through assessments, observations, photographs, comments and samples of their work. There is an excellent balance of adult-initiated focus activities and child-initiated activities.

Children's personal, social and emotional development is expertly threaded through the curriculum. Children develop high levels of independence, have positive self-images and take full responsibility for their environment. They form close friendships and develop a sense of community. Children have excellent opportunities to develop their attitudes and dispositions that enable them to achieve. They share, take turns and learn to cooperate. A considerable level of adult support enables children to extend their thinking and ask questions.

All areas of learning are equally important and interconnected. As part of the current theme of Traditional Tales, children are studying 'The Elves and the Shoemaker'. They categorise buttons by colour and size; counting them, looking at the number of holes and using positional language. Children take pleasure in exploring new objects, using small muscle tone to sort and group and they have plenty of opportunities to extend their vocabulary. In addition, children match socks and shoes, using everyday items to endorse their learning.

Children enjoy threading activities, combining different materials and extending their hand-eye coordination. They use tools to safely cut the thread and manipulate it through the templates to achieve a planned effect. During another activity, children discuss different types of shoes and bring their favourite footwear into nursery. They discuss occasions when they would wear

slippers, trainers or wellington boots, remembering and sharing significant events and showing an interest in the lives of people familiar to them.

Practitioners provide tactile, sensory experiences to motivate the children. In the sand area, children hide and find buttons. They talk about floating and sinking during water play, using big and small buttons, ribbons and wool. Children use stencils in the learning resource area to endorse their literacy skills and build blocks in the construction area to encourage their social skills. In addition, children use 'Finding out Boxes' filled with small items such as buttons, marbles and beads to extend their thinking and promote choice-making skills.

Children investigate building materials when recounting the story of 'Billy Goats Gruff'. They stack vertically and horizontally, constructing with a purpose. During ordering activities, children use size language such as 'big', 'medium' and 'little' to sort a collection of everyday objects. Practitioners provide cups, books and pencils, encouraging children to order objects by size. Older and more able children use Russian Dolls, skilfully sorting a higher number of items. Children demonstrate good levels of curiosity, imagination and concentration.

Children are keen to share their understanding and respond well to challenges. To correspond with 'Little Red Riding Hood', children write letters to Grandma, using words and pictures to express their ideas. They take pleasure using the role play area which is transformed into Grandma's kitchen to support the theme. Consequently, children introduce narrative into their play and extend their imaginative and social skills. Children confidently use listening tapes to expand on their listening skills and to promote their independence.

Children have access to an extensive range of play equipment to increase their knowledge and development. For example, practitioners have designed carrying trays filled with useful resources to enable children to continue their learning outdoors. Together, children and practitioners create reading books incorporating children's photographs and simple words. These nursery-based resources appeal to the children and help them to feel included. Children are encouraged to value their own identity.

Helping children make a positive contribution

The provision is good.

All children belong and feel part of the group. Practitioners encourage, listen and respond to children's communications and as a result children develop a positive sense of self-worth. They behave very well and benefit from the practitioner's consistent and clear approach to managing behaviour. The setting implements reasonable rules that give a pattern to children's daily lives and all children enjoy the security of well-established routines. Practitioners recognise and praise effort as well as achievement.

Children are offered optimum continuity of care at times of transition to ensure they feel secure. They learn to be independent through strong relationships with their key-workers. The two-way exchange of information between practitioners and parents has a positive impact on children's development and learning. Key-workers greet and maintain particular contact with the family, strengthening bonds and helping children to settle. Children are supported to make friends. Children's spiritual, moral, social and cultural development is fostered.

Practitioners promote a culture of equality of opportunity. A range of play equipment and activities are implemented to increase children's knowledge of diversity and the wider world. Practitioners recognise the extra requirements of caring for children with learning difficulties

and/or disabilities and are dedicated to providing an all-inclusive environment. The setting values bilingualism as a strength. Where children speak English as an additional language, practitioners use alternative and augmentative communication such as flash cards and symbols.

Partnership with parents and carers is good. The setting consistently implements a child and family-centred approach to meeting children's needs. Parents receive good quality information about the setting at registration and interesting documentation in relation to the curriculum. However, parents are not currently provided with information relating to the Foundation Stage. In addition, information regarding practitioner's designated responsibilities is not actively disseminated to parents. Consequently, parents may not know who to approach in the event of a query.

The setting is in the process of actively reviewing its practice against the new Early Years Foundation Stage. Parents have opportunities to share in their child's progress through displays, newsletters and formal meetings. There is a constant flow of informal information at arrival and collection times to ensure that contact between home and nursery is successfully sustained. Comments from parents demonstrate that they feel fully involved in their child's development and highly regard the levels of care and education their children receive.

Organisation

The organisation is good.

Children's care is well supported because practitioners are qualified and experienced, and prioritise the well-being of all children. Effective organisation and deployment of staff means that children are fully supported and form close bonds with the adults who care for them. Strong employment and staff checking procedures ensure that children are highly protected. Good staffing levels are maintained and this enables children to gain high levels of care, direct attention and supervision. Children are happy, safe and comfortable.

Practitioners have a clear understanding of their roles and responsibilities and the setting demonstrates a clear commitment to ongoing professional development. This further enhances the quality of care and education offered. An efficient appraisal system ensures that practitioners continue to follow best practice, access relevant training and share a common goal. The good level of clear documentation, policies and records ensure children's health, safety and well-being are always carefully considered.

Leadership and management is good. The management team are committed to ongoing improvement and are confident in their vision for the service they provide. Practitioners work as an effective team and are good role models. Strengths and weaknesses are identified and appropriate action is consistently taken to improve and develop. The manager works successfully with all practitioners to promote good practice and team meetings are used as the basis for future plans and reflective practice. Practitioners working with the pre-school children have strong knowledge of the curriculum, are inventive and hold the expertise to inspire children to learn. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection, the provider was asked to develop the range of outdoor equipment to support children's physical development. Children's physical play experiences are extremely well promoted through a variety of activities. Children have access to a wide range of equipment and practitioners follow an extensive physical development programme. As a result, children

engage in activities which help develop all their physical skills and are encouraged to adopt healthy lifestyles.

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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

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 the visitors book is used to consistently record departure times
- develop the safeguarding children policy to ensure it contains relevant contact details
- ensure that parents are made aware of practitioner's particular areas of responsibility
- develop systems which provide parents with information about the Foundation Stage (this 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):

- make improvements as indicated in the care section above.

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