

# The New Westmere Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY346048
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Margaret Baines
<b>Setting Address</b>	The New Westmere Day Nursery, 78 Vicarage Lane, BLACKPOOL, FY4 4EL
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<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?

The New Westmere Day Nursery has been open since July 1995. The registration with the present registered provider began in January 2007. The nursery operates from a large detached dormer bungalow in the Marton area of Blackpool. The nursery is open from 08.00 to 17.30 each weekday throughout the year, closing for bank holidays and one week during the Christmas period. Children attend for a variety of full and part time sessions. The accommodation for the children comprises of ground floor rooms and a large room on the first floor for more physical play, music and movement and large physical activities. Also available is an enclosed outdoor play area.

At the present time there are 117 children on roll, of these 45 are in receipt of nursery education funding. The nursery supports children with learning difficulties and children who have English as a second language. The staff team are led by a manager who holds a Level 3 early years qualification. The staff team of 19 each hold an appropriate childcare qualification.

The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are developing an understanding of the importance of hygiene supported by teaching from staff. Older children can independently visit the toilets and wash their hands supported by staff. The younger children have their personal needs met by the staff in a warm and secure manner. Children are developing an awareness of how to care for their health needs. For example, they know that they need to wear their coats when it is cold outdoors. In warmer weather they also know they need to put their sun hats on to protect them from the sun's harmful rays. Toys and equipment are maintained to a satisfactory standard but several toys in the baby area are in need of attention in terms of cleanliness.

Older children understand about the needs of their bodies and can identify when they are tired and need a rest. Their health needs are met through the provider's suitable health and hygiene policies and procedures. Children are developing an awareness of healthy foods and drinks extended through planned activities and in daily routines. They explore the tastes of fruits and make decisions about whether they like or dislike them. Children enjoy a range of snacks which in the main are healthy, however, the choice of snacks served at morning break is limited. The pre-school children know when they need a drink and readily help themselves from the water jug available. The younger children are provided with regular drinks to ensure they are not thirsty. Children's dietary needs are met as the provider records full information from parents. Children chat happily in their social groups at lunch times as they eagerly await their lunch.

Children enjoy the opportunities to be active indoors and outdoors and are developing good physical skills because they participate in daily outdoor play, enjoy music sessions and learn to coordinate their bodies and move safely. Their competence in using large equipment is developing as they use the outdoor equipment. Very young children also have opportunities to enjoy the outdoors, to enjoy healthy foods and to have their individual needs met through consultation with parents.

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

The provision is good.

Children are cared for in a welcoming and safe indoor and outdoor environment, which is planned to meet their needs by ensuring the play areas are maintained to a good standard both indoors and outdoors. Children learn to keep themselves safe because the staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a comprehensive risk assessment in place, which effectively minimises the risk to children and helps to keep them safe as they play freely. Children are learning to keep themselves safe as they have regular opportunities to practise the fire evacuation procedure.

The nursery is welcoming to parents and children, being enhanced by children's own work which is attractively displayed by both staff and the children. Photographs of children at play also reflect the positive ethos of the setting. Children enjoy playing in a setting where they can move freely and without restriction as they access a good range of play materials and choose activities and resources from those stored within easy reach. The environment for very young children is carefully planned to ensure their safety and enjoyment.

Children's welfare is protected to a high level because staff are clear in their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow should a situation occur that requires a referral to the appropriate agency.

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

The provision is good.

Children look forward to coming to the nursery, they enter happily and eagerly greet staff and their friends. All children enjoy creative play, construction activities and free play to name but a few. Children enjoy group times contributing their ideas facilitated by good staff questioning. Their curiosity and eagerness to play and learn are fostered through the play opportunities provided and the enjoyable circle times. Children are settled and happy as they engage in a good range of activities. The baby room and the toddler room provide a good range of resources which children easily access and enjoy. Children enjoy an imaginative and varied range of activities that help them to make progress in all areas of development. Their individual learning needs are assessed regularly by their key workers. Planning is in place to ensure children experience a varied range of activities to promote their all round development. All children are assessed at regular intervals, this process ensures children's individual needs are met and they transfer to the next stage confidently.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children's individual learning needs are ably provided for by curriculum planning that specifies the coverage of the stepping stones. Their desire to learn is stimulated by the range of activities planned to effectively promote their learning. For example, the children are enjoying the current topic about houses. Children choose in free play sessions where they wish to play, however, there are in the main too many staff directed activities. Consequently, children have limited opportunities to initiate play and develop their activities. The continuous provision at present lacks sufficient challenge to enable children to experience a good range of learning opportunities. For example, the creative area has few resources that children may access to create spontaneously. The role play area has few props and resources that encourage children to engage in imaginative play. However, children do persist at their play and concentrate in the group times, such as story time, that are well focussed by staff who encourage their sharing and listening skills.

Children's progress is regularly assessed by staff identifying the key skills achieved but at present the activities are not evaluated sufficiently to identify the next steps in the children's learning. Children's achievements are recorded within their individual files, which are shared at regular intervals with parents. Children are making satisfactory progress in all areas of learning supported by teaching that stimulates their curiosity and motivation to learn. They use number readily in their play and can count to 10 and some beyond as staff make good use of everyday opportunities and planned activities to extend children's mathematical skills. Their calculation skills are developing as they decide how many children are in the circle and how many plates are needed at snack time. Children are developing their communication, language and literacy skills as they eagerly use their good range of vocabulary to express their ideas in circle times and recall and anticipate in story time. For example, they are eager to share their news from home. They also use their thinking skills to explain how they will organise the snail race, which they are very excited about. Their ability to recognise and remember letters which make up their names is developing. Their emergent writing skills are developing as they confidently name their work and find their name card on the lunch table.

Children competently use tools. They use glue sticks and paintbrushes with ease. They are also skilled when using cutters and scissors for craft activities. Children enjoy music and are learning to sing songs from memory. They love to play the musical instruments as they are developing their skills to recognise loud and soft sounds. Children are learning through information technology as they confidently use the computer and the programmable resources to enhance their learning.

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

The provision is good.

Children are enthusiastically welcomed into the setting, they are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum whether they attend daily or on a part time basis. The inclusion of all children is actively planned and monitored and the differentiation aspect is covered in planning.

Children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines because staff are consistent and are good role models, having high regard for each other and the children. Children's behaviour is good, they learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries.

Partnership with parents and carers is good. The effective partnership contributes significantly to children's well-being. Parents are provided with comprehensive information which informs them about the care provided, including the 'Birth to three matters' guidance and the Curriculum guidance for the foundation stage. Parents' views are actively sought and they are provided with regular newsletters to update them on aspects of the nursery. Parents learn about their child's development through discussion and written information, and strong links with their key worker. They are actively involved in their child's learning by providing detailed information at the time of the child's registration. They also update the key worker on any significant changes and development and they contribute to topic work enthusiastically. This ensures children's individual needs are met and a strong link is made with home.

The children learn about their own culture and those of others as they engage in activities which promote their understanding. For example, they enjoy the Christmas and Easter activities and they also enjoy Chinese New year and Diwali celebrations. Children love to play together; they learn to share and take turns, for example, in the outdoor area when they ride on the trikes and cars. Children are learning to manage their behaviour and are well mannered. They ask for a drink, saying please and thank you. Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

Children benefit from an organised environment, which in the main enables children to make choices from a good range of resources. However, at present the pre-school room lacks challenge for children in the way that resources are organised. Children's needs are met and safeguarded because all legally required documentation is well maintained. All policies and procedures are regularly reviewed and updated, however, the non collection of children procedure requires updating. The setting has in place a robust system for the vetting and clearance of all staff to

ensure children are cared for by staff who are suitable. The nursery has a procedure for informing parents of any complaints made and how to complain should the situation occur.

The leadership and management for nursery education is satisfactory. Staff are led by a new management team. They are beginning to work well together as a team, supporting each other in their roles. Training is promoted for staff to increase their knowledge and skills, to improve their practice and, therefore, the care of the children.

The setting promotes the education and outcomes for children satisfactorily. Staff are committed and monitor their own performance through staff meetings and appraisals. Children's progress is monitored through the key worker system, which ensures regular assessment of achievements. However, at present the assessments do not include the next steps in the children's learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

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

Since registration there has been one complaint made to Ofsted. An investigation was carried out and the provider was asked to complete two actions in order to meet the National Standards. As a result 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**

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### **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 toys in the baby room are checked regularly to ensure they meet health and safety requirements
- review the non collection of children procedure to include the contact telephone number for the local social services department
- develop the range of snacks served to children to ensure they have healthy choices at all snack times.

## **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):

- review the organisation of the pre-school rooms to ensure children have good opportunities to make choices and access resources independently
- allow children opportunities to initiate play by reducing the amount of staff directed activities
- review planning to ensure it includes evaluations which identify the next steps in children's learning.

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