

Westwood Nursery School

Inspection report for early years provision

Unique Reference Number	145849
Inspection date	31 January 2008
Inspector	Beverley Blackburn
Setting Address	Upper Westwood, Bradford on Avon, Wiltshire, BA15 2DP
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Registered person	The Trustees of Westwood Nursery School
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Westwood Nursery School has been open since 1984. A committee of parents own the nursery school and employ the staff.

The nursery school is open term time only on Monday and Thursday 08:45-14:30, Tuesday Wednesday and Friday 08:45 -15:00

The nursery school has its own building in Upper Westwood with an enclosed garden for outside play. There are 27 children on roll of whom 17 three and four-year-olds receive nursery education funding. The setting support children with Learning difficulties and/or physical disabilities and children who speak English as an additional language.

The play leader is a qualified. There are four other staff, two of whom are working towards a childcare qualification. The nursery school is supported by the Early Years Development and Childcare Partnership and an Early years Teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. They have good opportunities to develop physically through daily exercise such as walking, running and musical movement; they are also able to make full use of the garden, especially when the weather is good. Children learn that physical activities help to maintain a healthy lifestyle.

Children receive good continuity of care through sharing of information with their parents about accidents and required medication. They benefit from good hygiene practices, demonstrated as they spontaneously wash their hands after painting activities and before eating. Children's personal hygiene is appropriately promoted by staff helping them to understand the importance of maintaining good health. This is accomplished through discussion and a well-established daily routine. The staff are attentive to cleanliness and hygiene; tables are cleaned with anti-bacterial spray, toys are regularly cleaned to prevent the spread of infection and children are encouraged to change their shoes when they enter the building.

Children are helped to understand the benefits of healthy eating by the staff talking to them about healthy foods and providing healthy snacks. Children are able to independently choose from a selection of snacks such as bread, toast and jam chopped fruits and vegetables, which they enjoy eating. Packed lunches provided by the parents are appropriately stored. Children learn the importance of drinking regularly, they are provided with milk or water at snack time. A jug of drinking water and cups are always available and accessible to the children. Lunch times are sociable and a good opportunity for children to interact with staff and each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play safely in a secure and welcoming environment where staff ensure the children's safety is paramount by carrying out regular risk assessments such as the play rooms and the outside play area, toys are also regularly checked to ensure that they are in good condition. Evacuation procedures are effectively carried out and appropriately recorded. The staff manages the children's safety well when out on outing, for example, the children wear yellow glow vests, with the name and telephone number of the setting. Children are helped to understand about personal safety as they are encouraged to take part in tidying up time, which include clearing away toys at the end of the sessions.

Activities that are available to the children are well set out and are easily accessible to them. They are able to confidently and independently choose toys from a wide range of activities which are at a low level. The space is well organised to enable the children to move around with ease. Children are able to enjoy outdoor activities; there is an enclosed safe outside play area.

The children's welfare is safeguarded by staff having a sound knowledge and understanding of their personal responsibility with regards to child protection issues. They are aware of the recording and reporting procedures in the event of any concerns they may have about children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive confidently and happily into the setting and quickly settle into the routine of the nursery, choosing what they want to play with. Children learn through a wide range of well planned activities. They are given opportunities to explore and investigate a range of materials and are able to design and build. Children are able to enjoy playing in sand and water, floating and sinking, filling and emptying different containers, the staff extend their learning to the outdoor environment such as walking down to the local river to do sinking and floating experiments. Children are beginning to enjoy playing together harmoniously as they take turns playing in the home corner. They make independent choices in regards to the activities and resources they wish to explore and show interest and enjoyment in their play. Children have a good relationship with the staff members and they interact well. The staff have a good knowledge of child development which enables the children to progress their personal, social and emotional development.

Nursery Education

The quality of teaching and learning is satisfactory. The children are making good progress in relation to the stepping stones towards the learning goals in the six areas of learning. The staff have a clear understanding of what the children are intended to learn from the activities and a sound knowledge of the early years curriculum. They meet regularly to plan a stimulating range of activities to support the children's learning towards the early learning goals; the planning covers all areas of learning. The staff team is relatively new and they are working well together as a team to meet the needs of the children.

Staff know the children well and have a good relationship with them. They are deployed so that they can effectively support the children's learning. The staff are able to identify learning intentions by effective and appropriate questioning in order to make children think and extend their knowledge. Staff are beginning to keep written observations and assessment on the children and to update the information in their progress folders. However, the information gained from the children's assessments is not always used to clearly define how children are moved onto the next stage of learning.

Children show good interest in the activities provided. Most children are able to focus and concentrate for a good period of time on activities of their choosing. Children show confidence in selecting and carrying out activities, for example, sticking and gluing, painting or reading in the book corner. Children are beginning to make constructive and harmonious relationships with their peers; they are learning to play co-operatively taking turns and sharing. They are able to use their initiative and make sensible decisions.

Children are able to listen to stories, with enjoyment, and can confidently select their own books, hold the books correctly and turn the pages with ease. They show interest in the illustration and print and identify the main characters in the stories such as "The three little Pigs" They are confident speakers and enjoy talking to adults; they speak clearly and show awareness of the listener. Children are beginning to link sounds to letters. This is encouraged through a chosen letter for each week. For example the letter of the week is "Q". Children are encouraged to bring items in beginning with the named letter. They make marks, and introduce writing in their own play, for example, in their imaginative play in the home corner. Children are helped to recognise their names, by selecting their names at the beginning of the session; toys and equipment are clearly labelled and are at their level. This helps children to understand

that print has a meaning. Children are helped to develop their listening skills and to take turns in conversation as they chatted happily at lunch time. They are confident in initiating conversation with each other and the staff and other adults.

Children are encouraged to count through number songs, stories and numbers displayed around the rooms. The more able children are able to count more reliably and recognise 0-9; this is encouraged through daily routine and activities. For example, a child was able to recognise number seven and confidently count seven items; some of the more able children can confidently count beyond 10, for example, to thirteen and are encouraged by the staff to write the number. Children do simple calculation and problem solve through number rhymes action songs, for example, "Five current buns" children were encouraged to work out how many buns left when one is taken away. Most children are able to confidently count out how many remains. Shape and patterns are introduced into the children's learning through activities such as cutting out shapes and putting puzzles together.

Children can confidently operate simple programmes on the computer and manoeuvre the mouse with skill and are able to use everyday technology with confidence. They explore construction materials and join them together such as train tracks. Children talk about the past and remember significant events personal to them. They are able to show interest in the world they live in when talking about the weather and seasons; they enjoy finding out about living things such as planting Pansies and watch them grow.

Children show awareness of themselves and others when moving indoors and outdoors. They enjoy outdoor play are able to confidently ride a bike, jump on the trampoline and use large and small equipment and negotiate the space around others well. They have the opportunity to run and jump and develop their physical skills. Most children confidently participate in activities that require hand-eye coordination such as making an owl out of clay and manipulate the knife to mark out the feathers, using tools and materials well.

Children use a variety of textures and show interest in what they see and feel. They are able to use their imagination and express themselves as they enjoy their play in the home corner. Children have opportunities to use a range of different media to explore colour. They enjoy creative activities such as painting and sticking and dancing to music. The children are making generally good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children relate well to the friendly, caring and approachable staff. Children regularly play in small friendly groups, for example, in the home corner with a selection of toys which they share. They frequently make decisions and choices during free play. A wide range of toys are easily accessible to them, which are stored at their level. The children are learning to take turns in play and in tasks that give them responsibility, such as the helper for the day. They enjoy chatting to each other at snack and lunch times and benefit from the company of all the staff, as they encourage conversation and help the children to listen to each other and take turns in speaking.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate increasing independence. For example, they enjoy taking turns to be the helper for the day and carrying out responsible tasks .

Children's individual needs are met because the staff members have an appropriate system in place to get to know their needs, including gaining information from parents. Children with learning/educational difficulties are identified and staff work effectively to meet their needs. All children are included in the life of the setting and are provided with some positive images of different cultures and disability which enable them to become aware of the different people within the society, however, children would benefit from a wider range of resources. The setting has a close link with the local school; children are given the opportunity to visit the library or travel on the local bus to the town. They are actively encouraged to develop an awareness of their own environment as they take part in buying and planting flowers in the garden. Children are mostly polite and well behaved. They benefit from the staff's good role modelling and their awareness of effective, positive strategies such as praise, encouragement and rewards, to support appropriate behaviour. The staff involve the children in the making of the golden rules for the nursery, this helps them to learn to take responsibility for their actions.

The partnership with parents and carers is satisfactory. Staff are approachable and welcoming. Children's individual needs, progress and development are promoted appropriately because their commitment to working in partnership with the parents. Parents are kept up to date about the setting through the notice board and newsletters and daily verbal feedback. The parents are very happy with the care the staff are providing for their children. The manager is new and is working towards informing parents about their children's progress and to create opportunities to discuss their children's assessment.

Organisation

The organisation is good.

Most of the staff are new and are beginning to work together well as a team. Most staff are suitably qualified or working towards a qualification. They organised the space well in the rooms to maximise the play opportunities for the children. The documentation in place supports children's health, safety and well-being. Most of the required records, policies and procedures for the efficient and safe management of the provision are in place and staff and parents are aware of them, however, the policies and procedures are not currently up-to-date, and the children's information record does not include permission from parents for photographs of their children to be taken. Children's care, learning and play are positively supported through a well maintained adult to child ratio. The setting meets the needs of the range of children for whom it provides care and education.

Leadership and management is good. The manager has a clear vision for the nursery which focuses on the development of the children and their achievement. The staff are committed and work well together to offer children a wide range of interesting and exciting experiences that promote their progress and development. Staff are supported well in developing their professional skills in order to maintain good practice. The committee is supportive and has formed a good working relationship with the new leader and staff.

The setting is effectively managed because the staff are able to identify and make improvements to the care and learning of the children.

Improvements since the last inspection

At the last inspection the setting was asked to ensure good hygiene practices are in place regarding hand washing, and to extend the positive images of disability and gender roles in the play materials for the children. The sink is now lower so that the children can easily access

the tape to enable them to wash their hands properly, therefore promoting good hygiene practices. There are now a range of resources available to promote positive images of disability and gender.

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.

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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):

- continue to extend the range of resources to promote positive images of cultural diversity and disability
- ensure all policies and procedures are up to date and any necessary changes are made, and make sure all required consent from parents are obtained and signed

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):

- develop the assessment process to clearly indicate how children are moved on to the next stage of learning
- continue to develop the children's observation and assessment records and up-date the information kept on their progress folders and ensure the information is shared with the parents

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