

Westleigh Nursery Ltd.

Inspection report for early years provision

Unique Reference Number	226996
Inspection date	17 October 2007
Inspector	Kate Bryan
Setting Address	10 Westleigh Road, Leicester, Leicestershire, LE3 0HH
Telephone number	0116 2554152
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Registered person	Westleigh Nursery Ltd
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?

Westleigh Nursery Ltd first opened in 1999 and operates from a large three storey property in Leicester City. It is registered for a maximum of 55 children under eight years old. It serves the local community and surrounding areas. The nursery is open from 08:00 to 18:00 daily throughout the year.

There are currently 53 children on roll including 17 funded children. Children attend for a variety of sessions and the setting currently supports children with learning difficulties and/or disabilities and can support children who speak English as an additional language.

There are a total of nine staff working with the children, all of whom are qualified. The setting receives support from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment where staff's high standards of cleanliness help to promote their good health. For example, staff wear gloves and aprons when changing nappies. Children are well protected from the risk of cross-infection as they use soap and paper towels in the toilet areas. They understand the need for hygiene practices as staff explain to them why they must wash their hands after using the toilet and after messy activities. All required records and consents are in place and a high number of staff with first aid qualifications ensure children's health and welfare are well maintained.

Children learn to negotiate space well within their rooms and indoor activities include sand, water, bean bags, balls and a parachute which are used to promote physical development. They also benefit from having an enclosed outdoor area which helps them to develop their whole body movements. An interesting range of activities are planned which include a builder's yard and 'Bucket Land'. Children enjoy being outside, however, their opportunities to access bikes and ride on toys is limited which means their full body skills are not developed as effectively as possible. Younger children enjoy banging spoons and tins and use indoor slides and see-saws to promote their development well. All children practise their small hand skills through activities, such as using a mouse, paint brushes, construction blocks, clay and scissors.

Children can freely access drinking water throughout the day so they learn to be responsible for their own health needs. Snacks consist of fruit and toast and drinks are 'no-sugar' juice and water. Mealtimes are social occasions when staff sit with children so they learn about good table habits. Children enjoy nutritious meals such as vegetable con carne and talk about the vegetables they find in this which make them healthy. All relevant details about allergies and special diets are taken at admission to ensure children's health is well promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and friendly environment where displays of their work show that they are valued. Photos and posters show what the children are learning and activities they have enjoyed so a child-friendly atmosphere is created. Children have easy access to a good range of quality resources which support their learning in the Foundation Stage and the 'Birth to three matters' framework. Comprehensive risk assessments and checks on equipment ensure that children's safety is always well promoted. The manager collates all accident records and reviews these monthly to ensure that potential hazards are minimised.

The group is secure because staff closely and effectively monitor access. Children are well protected from the risks of fire, as extinguishers are in place and they have taken part in drills so they know how to respond in an emergency. Regular alarm checks and lighting checks also enhance safety. A designated member of staff takes responsibility for health and safety and ensures all staff are current with guidelines in order to keep children safe. Effective measures for outings also keep children well protected when they are outside and children wear identification badges to promote their safety. Children are learning to keep themselves safe through discussion and safe practices. For example, staff remind them of safety rules, such as not running indoors and using hand rails on the stairs.

Children's welfare is promoted because staff have a clear understanding of their responsibilities regarding child protection. They are fully familiar with the setting's policies and procedures and some staff have attended training in this area. A satisfactory written policy is in place which includes procedures for dealing with any allegations made against staff or volunteers.

Helping children achieve well and enjoy what they do

The provision is good.

Staff meet the individual needs of younger children because they know them well, they provide high levels of support which helps them to settle well and feel comfortable in the group. For example, a child was cuddled when she was tired. Effective use of the 'Birth to three matters' framework ensures that all children are making good progress and detailed observations clearly show what children have learnt. Aims are then set for the next two months so staff can help children to progress.

Children are happy in the setting and the rooms have been designed so they can make choices about their activities. This means babies can enjoy a range of resources which include books, soft toys and noisy toys. Older children can make free choices from a range of activities which include small world play, mark-making and floor play. Children are confident talkers and staff listen to them as they talk about things which they have worked on, such as the colour of the week. Staff use baby signing to encourage young children to begin to communicate and all children are continually involved in talking so they become familiar with speech and interactions. Children have many opportunities to foster their imagination and thoroughly enjoy a food tasting session involving foods from around the world. Staff ask a good range of questions about shapes and textures in order to promote children's language skills and children can respond to this. Children are very creative and have made pictures using a rubbing technique and rollers and have made a display based around the story of 'The Hungry Caterpillar' which they enjoyed.

Very warm relationships are in place between the staff and the children which means that children learn in a happy and relaxed atmosphere. Staff are enthusiastic about their work and make sure that all children receive lots of praise which promotes their confidence well, for example, when they have made an effort. Children are engaged at circle time and enjoy singing songs and making sounds as they use props to support their learning.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals and effective planning is in place to support this. Planning is linked to the stepping stones and the needs of individual children. Meaningful assessments and evaluations clearly show what children have learnt and need to learn next. Staff have a good understanding of the Foundation Stage and support children well by using effective questioning to make sure their learning is secure. They provide an environment which enables children to enjoy their play and persist in activities. For example, a child kept trying to walk across tyres and was eventually helped by another child.

Children are interested in the good range of activities provided and are encouraged to independently select resources from an easily accessible range. Children show a growing sense of independence and responsibility as they assume roles, such as a helper or book monitor. They work well together and are developing their awareness of the need to take turns and share toys, for example, when using the computer. They confidently talk to each other and

adults as they share their experiences with the larger group at news time. Children enjoy listening to stories and benefit from seeing words displayed around the room, they are also beginning to sound out the letters that words begin with. Children also use 'The Oxford Reading Tree' to help them make progress with word recognition. They are confident mark-makers and many can write their own names and other words. Children are comfortable in using numbers during practical activities, such as giving out cups and also count when listening to stories. However, opportunities are missed to practise basic addition and subtraction in activities. Children use a range of mathematical language to describe shapes, size and quantity and have good opportunities to problem solve as they use activities, such as 'Bucket Land'. This involves them in finding solutions to linking buckets and transferring marbles. Children have good opportunities to find out about the natural world. They learn how to care for plants and animals and observe changes in growing things as they have grown tomatoes and beans which they then had for lunch. This provides children with a good view of natural science and also encourages eating. Children are skilled in the use of information technology and are comfortable using a computer and selecting their favourite programs. They are developing a good awareness of the local community and their place in it as they have visits from people who help them. for example, policemen and firemen.

Children are developing a good awareness of space and movement through regular use of the outdoor area and their whole body movements are promoted through activities, such as action songs. Children's imaginations and creative skills are well developed through a wide variety of activities, such as using musical instruments and they have built using junk materials and construction blocks. Children also enjoy making objects from clay which they decorate after they have been fired.

Helping children make a positive contribution

The provision is good.

All children are welcome at the nursery and are beginning to respect differences and other cultures because they have regular access to a range of play resources that reflect positive images of the wider world. This is well promoted as staff ensure resources are easily accessible. A range of festivals are acknowledged and parents visit the nursery to help children experience other cultures. For example, during Diwali week they bring sweets, clothes and music to help children learn about the wider world. Staff have undertaken training in other beliefs and equal opportunities so all children are treated with respect and valued.

Children behave well and have a good understanding of the simple rules that help to make the group work. For example, they know that they must use 'kind words' to each other and help each other where they can. Staff consistently treat the children in a calm and friendly manner and give them lots of praise for good behaviour, such as sharing when they play with a doll's house. Children also wear special badges to reward good behaviour which promotes their self-esteem well. Children feel they have made a positive contribution to the routines of the group as they help to tidy away.

Children with learning difficulties and/or disabilities receive an individual service and the nursery has worked with other agencies to ensure that appropriate support is in place. Staff also use a list of signs which interest children so inclusion is effectively promoted. The nursery has been pro-active in obtaining help for children and work closely with parents to ensure children make the best progress possible.

Parents receive a good range of information about the setting which includes a prospectus and regular newsletters, information is also displayed on notice boards around the nursery. Staff complete a daily diary for younger children and are available to speak to parents at all times. Parents receive two monthly reports about their child's progress and have the opportunity to attend a Parent's Evening. They also have the opportunity to complete yearly questionnaires and receive a response to this via the newsletter so they know their views have been acknowledged. All relevant details are taken about children at admission to ensure they settle well and parents are encouraged to remain with them during this period if required.

The partnership with parents and carers is good. A good partnership is in place with parents and carers and they are well informed about their child's progress, development records are also available to view at any time. Children benefit from their parents being actively involved in their learning. For example, they take home reading books which their parents can help them with. However, a baseline assessment is not completed for children which means staff cannot build effectively on their strengths and interests. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, they support children in behaving well and promote children's personal, social and emotional skills effectively.

Organisation

The organisation is good.

The premises are well organised to care for children in rooms which reflect their developmental level. This means their play and learning is progressed in line with what they know. Children can freely access resources as they move around rooms which increases their confidence and promotes decision making. Regular use is also made of the outdoor area so that children have good opportunities to promote their physical skills. Good staffing levels and effective deployment of staff ensures that children are always kept safe as they explore their environment. All legally required documentation which contributes to children's health, safety and well-being is in place and contains a good level of detail. Each room has an information pack for staff, which parents may access, which aids them in delivering a quality service to children.

Effective recruitment and selection procedures ensure that staff working with children are suitably vetted and qualified. Induction procedures are robust and a three month probationary period, with regular monitoring and checks, ensures staff are clear about procedures. A useful operational plan shows parents how the nursery uses its policies and procedures to look after children. Regular staff meetings and management meetings are in place which allow staff to progress issues and to provide consistent care and learning to children. Training is very well supported at the nursery and has included core training of child protection, first aid, food hygiene and equal opportunities. Staff have also attended other training which includes the 'Birth to three matters' framework, the Foundation Stage, skilful communications and outdoor play so children benefit from staff with current experience.

Leadership and management of nursery education is good. Staff work well together as a team to ensure children have access to a good range of activities which engage them and progress their learning. Effective systems are in place to monitor the provision because the manager makes specific times available to monitor how staff deliver education. Regular appraisals are also in place which ensure that staff receive appropriate feedback on their progress which allows them to feel valued. The management team are committed to providing a quality service to children and have devised an action plan to further improve the provision. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to continue to develop opportunities for children to have an awareness of other cultures and lifestyles through the resources that they access; develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development and ensure that all staff are active in promoting children's hygiene, in relation to hand washing, at all times.

Children can access a range of resources which give them a balanced view of the wider community and staff are consistent in dealing with children's behaviour which helps them to behave well. Staff help children to wash their hands effectively and children understand why good hygiene practices are in place.

At the last nursery inspection the provider agreed to ensure that children have greater opportunities to explore a range of technology in order to build on what they already know; develop the evaluation of activities to gain awareness of individual children's achievements and ensure that this information is used along with the assessment of children's capabilities to inform future plans and continue to develop the staff's knowledge and understanding of the stepping stones towards the six areas of learning and use this knowledge when planning the curriculum to ensure children are able to build on what they already know and make progress.

Children have free access to a computer and programmable toys to develop their awareness of information technology. Staff have a good understanding of the Foundation Stage and stepping stones and this is used to plan effectively, ensuring all children's needs are met and they all make good progress in all areas of learning.

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

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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):

- provide more opportunities for children to use a range of equipment to develop their physical skills

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 more opportunities for children to practise basic addition and subtraction
- make sure parents can contribute to a baseline assessment of their child so staff can build on children's strengths and interests.

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