

# Westwood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	133105
<b>Inspection date</b>	30 January 2008
<b>Inspector</b>	Susan June Stone / Beverly Anne Self
<b>Setting Address</b>	Westwood Nursery, University of Bath, Claverton Down, Bath, BA2 7AY
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<b>Registered person</b>	University of Bath
<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 good.

### WHAT SORT OF SETTING IS IT?

Westwood Nursery opened in 1970. It operates from a purpose-built centre at Bath University, Claverton Down, Bath. The nursery serves both the campus and the local area.

There are currently fifty four children on roll, which includes twenty four children who are in receipt of government funding for three and four-year-olds. Children attend for a variety of sessions. At present there are no children attending with learning difficulties or disabilities. The setting supports children who speak English as a second language.

The nursery opens from 08.30 until 17.45 five days a week, and operates for 48 weeks of the year. There are seventeen members of staff who are employed, two of whom work part time. All staff are suitably qualified and experienced for their roles and responsibilities within the setting.

The nursery is working towards the Bristol standards accreditation and receives support from the local authority advisors.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children experience a range of stimulating activities that help to contribute to their healthy growth and development. The daily routines allow the children to participate in regular outdoor physical play; where they benefit from fresh air and are challenged to develop their gross motor skills. They use the nursery garden area where they run, jump, pedal bikes and use ride on toys; they use the see saw and climb on the large scale apparatus where they develop their climbing and balancing skills. They take regular walks within the university campus, sometimes to the shops, sometimes to see the ducks on the pond.

From an early age children are developing an understanding of maintaining their personal hygiene. The younger children in the baby room are given a damp cloth to attempt to wipe their own hands and face before eating their meals and snacks. Nursery staff supervise them doing this and help as necessary to ensure hands are clean before eating. The children aged over two years know that they must flush and wash hands after using the toilet and that hands should be washed before eating food. Hand washing is supervised with the children in the nursery room, to ensure that hands are washed with clean water and soap is used. The pre school children are encouraged to wash their hands independently. Paper towels are provided for all children to dry their hands. Staff set good examples for maintaining hygiene in their own behaviour. They ensure that children have separate bed linen and suitable nappy changing procedures are followed. They wear gloves and aprons for all nappy changes and ensure soiled nappies are disposed of appropriately. They help to prevent the spread of infection through carrying out effective cleaning routines within the setting, such as ensuring tables are cleaned before and after meals and snacks and wearing tabards when dealing with foods at meal times. They encourage children to cover their mouths when coughing and to use tissues to wipe runny noses. Good, effective practice to promote health and hygiene are being consistently encouraged throughout the nursery.

The children are developing an understanding of healthy eating. Snacks of fruit are provided daily throughout the nursery, for the children to enjoy. Each day the older children enjoy freshly prepared nutritious meals which are cooked on the university campus and brought to the nursery. They are able to choose between milk and water to drink with their meals and snacks, and help themselves to additional drinks of water from the jugs which are available in each of the play rooms. Parents provide meals for the younger children and babies that attend the baby room. These meals are suitably stored in the fridge and prepared or reheated as necessary by the nursery staff. Parents also provide a packed tea for children attending for the full day. Information about how to pack a healthy lunch box and what can be stored safely is displayed for parents in the entrance, with leaflets which they can take away for future reference

The nursery ensures all documentation and records are up to date regarding children's health, medical and dietary needs; to ensure the children are cared for according to their individual needs. Children's individual dietary needs are known to staff and managed effectively. All staff have current first aid training which helps to ensure a suitable knowledge of administering first aid, which means that children's medical needs can be dealt with effectively. However there is only one main first aid box within the nursery which is used to serve the needs of all children, staff and visitors. The contents of which are have not been checked in accordance with current guidelines and there are insufficient contents for the number of children and adults at the setting.

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

The provision is good.

A welcoming environment is provided for children and parents. The children are cared for in a safe and secure setting. The door to the nursery remains locked while children are present. Parents and visitors ring the bell to gain entry and identity is checked of all persons not known to nursery staff. The staff are well deployed within the setting and appropriate adult to child ratios are maintained. This helps to ensure the children's close supervision and their safety and well-being is suitably protected.

The indoor play space is organised well, creating a child friendly environment which enables the children to experience a good range of play opportunities. The children are grouped according to age and each group have their own room. These rooms are suitably divided into different areas of play which allow the children some appropriate independence under adult supervision. Children have sufficient space to move about and enjoy the activities safely. In all the rooms they are able to select resources that they wish to use, like role-play and games, making decisions about their play and learning. Children enjoy using the toys available to them, which are clean, safe and suitable to use. Throughout the nursery there is sufficient furniture and equipment available to meet the care needs of all children attending. Equipment includes appropriate sized tables and chairs in all rooms, comfortable cushions in each room, sufficient safety chairs and cots for the babies to use, which helps to ensure the needs of the children are met.

Staff assess potential risks to children and put procedures and practices in place to minimise these. Emergency evacuations are regularly practised with the children and a written record is kept. The fire record log gives details of each evacuation and identifies areas of weakness and further action needed for future evacuation practices. Staff are vigilant to ensure the outside area is safe for the children to use, with particular regards to the drainage problems they have. Often parts of the outdoor area are very slippery and not safe for the children to use. Staff encourage the older children to take some responsibility for their own safety, they remind children to sit on chairs safely and encourage the children to tidy away the toys and equipment from the floor to help stop people falling or tripping over them. This helps the children to develop an understanding of taking responsibility for their own safety and wellbeing. This helps to ensure that the children can enjoy a variety of play opportunities in safe surroundings. General visual safety checks of rooms used by the children are carried out each day by staff. However there are no thorough risk assessments of the premises and as a result some hazards have not been identified, such as exposed electrical sockets in the baby room and pre school room.

Children are well protected by the staff who have a good understanding of their role in protecting children. All staff are aware of the setting's child protection policy and procedures. There are clear procedures in place for monitoring and recording any concerns about children attending the setting. The manager has a clear understanding of the support systems available, and all staff make the children's welfare is always a priority.

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

The provision is good.

Good relationships have been developed between staff and children in all areas of the nursery. In the baby room and nursery room the Birth to three matters framework is beginning to be implemented. This is having a positive impact on the learning and development of the children

attending. A good range of development activities and resources are available to the children, which encourage learning and development in all areas.

In the baby room there is a very calm, relaxed and happy atmosphere. Staff demonstrate a very good understanding of the development and care needs of the babies and children in order to help them enjoy and achieve. Children are encouraged to practise new skills like, crawling, walking and are encouraged to chase the different balls. Staff sit on the floor with the children showing them the toys and helping them to explore texture with different materials, the children use a variety of sensory toys. Babies move around freely and have lots of space to crawl and practise walking. Staff have developed very good relationships with the children. They give lots of cuddles, physical contact and reassurance. They talk with the babies and young children, helping to develop early communication skills. Children respond to staff with smiles, giggles and facial expressions. The babies and young children feel happy, safe and secure in their surroundings. Staff are aware of children's individual sleep and mealtime routines and meet the children's care needs well.

Staff encourage the children to explore and investigate using all senses as appropriate. The youngest children and babies explore the paper snow in the large tray. They catch handfuls and let them go. They shake their arms and watch as the paper flurries to the ground. The older children in this room explore with paint. Dressed only in a nappy they freely use the paints. They use the brushes to paint their toes and laugh and smile as their bodies are painted by their peers. They show fascination as the paint squishes between their toes and they make footprints on the paper. Good relationships are evident in this room, and children are making good progress in their development and learning.

There is a smooth transition from the baby room to the nursery room, as staff work closely to share information to ensure that children's care needs are identified and continuity of care is maintained. The children in the nursery room who are aged from two to three years are also offered a good range of activities which allow them to explore and investigate, and which encourage development and learning in all areas. The Birth to three matters framework is also being implemented in this room, alongside the Foundation Stage curriculum for some of the children who are in receipt of government funding. The children are offered a balance of free play and adult led activities. The children have developed good relationships with adults and peers; they interact well and play alongside each other, and they are beginning to share and take turns. Their personal independence is being developed as the children make choices about their play and learning. They wait their turn to use the computer and independently move the program forward. They enjoy the activity and show excitement at their achievement as they get to the end.

Children enjoy exploring cold jelly, they use utensils of knives, forks and spoons where they use spoon and fork to transfer the jelly from the large bowl and use the knife to chop it up further. Children describe the jelly as being 'wibbly wobbly' which prompts them to sing the song 'Jelly on the Plate'. They talk with staff about the colour being red and identify other objects in the environment that are also red like their aprons and some of the toy boxes. The children enjoy the activity and show good concentration as they transfer the jelly from one container to another.

The children enjoy the opportunities provided for outdoor play where they use the equipment available to them. They use the large scale construction equipment to make a castle for the pretend giant. They ride the bikes and play on the see saw. A child on the see saw says to the other child 'one of us needs to be that side to make it rock' demonstrating that children can

solve problems for themselves and work together to enhance their play. Children are making good progress as staff encourage them to learn and develop as they play.

## Nursery Education

The quality of teaching and learning is good. Staff in the pre-school demonstrate a good understanding of the Foundation Stage and how children learn. They are suitably involved in the activities provided and question children effectively. Staff challenge the children and encourage them to think for themselves. Such as to solve simple everyday problems, like when tidying up after lunch a child asks where he should put his dirty spoon. Rather than telling him what to do she asks 'where do you think it could go?' The child looks at the table and identifies where the other dirty utensils are and puts his with them.

Children are offered a range of activities that cover the six areas of learning and are planned around children's likes and interests. Children have individual activity plans which include learning intentions. However these do not always clearly link to the stepping stones of the Foundation Stage. Activities are evaluated and this information is used to inform children's progress books, but often it is not evaluated against the learning intention for the child, and staff record how the activity can be developed rather than moving the children's development forward.

Children attending are very capable and confident, and are developing well, but their development records do not give a clear picture of this as they do not accurately reflect the stages that each child has reached within each of the six areas of the Foundation Stage. These progress books are not consistent or used effectively to identify the next steps in the children's learning and development. They do not clearly indicate children's starting points or how the children have been moved forward. They are not an effective tool to use to help plan for the children's future development.

Children play well together, in small groups, they seek out friends to play with showing how early friendships are being formed. They understand how to take turns and wait patiently for their time to use the computer. Their personal independence is being nurtured as they follow the daily routines. They self register with their photographs on the bus board to show they are present. They take responsibility for their personal care as they independently use the toilet facilities. They respond well to the chime to indicate that it is tidy up time and help to put the toys away into the correct boxes and onto the shelves. Children also help with everyday task such as setting the table for lunch. A child is often chosen to reward their good behaviour or achievement, but all children get the chance to help at some point.

Children experience a print enriched environment which they contribute to as they are encouraged to write the labels for their displays. They freely access books and ask their friends if they would like to look at a book together, turning the pages, telling each other what they see in the pictures. Children listen avidly at group story time, following the story, joining in with familiar phrases. Children converse well with adults and peers, they ask adults to help with fastening on the dressing up clothes and ask their peers if they would like to join in their games. They have plenty of opportunities to recognise their written name, such as at snack and lunch time where they find their place identified by their name card. Some children recognise the names of others. The child setting the table for lunch tells staff that he does not have enough cups, saying he needs one more for his friend who he identifies by name.

Children show an interest in numbers and counting, and they regularly count in daily routines, like how many children are present. They count spontaneously within their chosen play, such as counting the puzzle pieces, counting confidently up to fifteen. They use positional language in the correct context like top, middle and bottom, also over and under. Children solve basic problems like working out they need one more cup when helping to set the table for lunch.

Children are developing their computer skills as they freely access the pre school computer. They efficiently manoeuvre the mouse to click on the screen and follow the program. They confidently follow the nursery routine of the day, knowing what happens next, showing a sense of time. The children have planted some flower seeds and are watching them grow.

Children have access to a variety of creative activities. They use their imagination well during role-play and games. They enjoy recreating familiar scenarios when playing in the home corner. They tuck their babies into the carry cots with blankets and use the cooker to make pretend food, setting the table to eat the food. Children's artwork is on display which gives the children a sense of pride in their work and creations. They enjoy music and have created their own shakers and instruments. They have regular access to free painting at the easel where they can enjoy free expression.

The children have regular exercise and play outside in the fresh air daily and this helps to keep them fit. There is a well equipped outdoor garden play area which is well used. Children enjoy using the large apparatus where they develop new skills, like climbing and balancing. They climb up steps and slide down the slide, or walk across the 'wobbly bridge' keeping their balance. There is also a good range of smaller equipment such as wheeled toys to further support their development. They show good control and coordination of their movements and a growing awareness of space. They move around the setting with confidence, they successfully negotiate space. They confidently walk on cup stilts and use their feet to push or pedal themselves when playing with the ride on toys. Their fine motor skills are being developed as they use a variety of tools and equipment with increasing control and dexterity. They use pens and pencils confidently to draw picture, they use paints and brushes to colour string and pasta to make necklaces. They use scissors to cut the string to the correct length and then thread pasta on this to complete their jewellery.

Overall the children are making good progress in all areas of learning.

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

The provision is good.

Children are confident and settled within the nursery, and they are valued and respected as individuals. They receive good support and care from staff who liaise closely with parents and carers to ensure children's individual progress is suitably enhanced. Throughout the nursery, good relationships are being developed between children and staff. Children play well together, in small groups and encourage others to join in. The children are very well behaved and are aware of the realistic boundaries and expectations that have been set. They respond very well to staff direction. Staff are consistent in their approach and use age appropriate strategies to manage behaviour. Staff in the baby room offer lots of praise and encouragement either verbally or through claps and smiles to the babies and younger children. Children are gently reminded 'be gentle with our friends please' when a toddler knocks one of their peers over during their play. Staff use lots of praise and encouragement and are positive role models for the children. The children demonstrate good manners and are polite, saying 'please' and 'thank you' when appropriate, like at snack time when this is actively encouraged by staff. The older children

show a sense of belonging and are familiar with nursery routines. They help to tidy away the toys and line up to go outside. They help to set the table for lunch, setting out the cups and utensils.

Children's spiritual, moral, social and cultural development is fostered. Through planned activities the children are offered opportunities to learn about themselves, each other and the wider world around them. Staff make good use of the university campus, going for walks and using the shops to help the children gain an understanding of how they fit into the university environment. Children celebrate a variety of festivals and have access to resources which help to promote positive attitudes to diversity. Systems are in place to ensure that children with learning difficulties and disabilities are well supported and their needs are met. The nursery's (SENCO) Special Educational Needs Co-ordinator has attended relevant training with regards to special needs and continues to update her knowledge and training in this area. She closely liaises with parents and other professionals to ensure the children's specific educational needs are suitably addressed. Staff work closely with parents of children who have English as a second language to ensure their needs are suitably understood and met. Simple sign language has been introduced in the baby room to help the children with their communications, such as when they would like an additional drink.

Partnership with parents is good. The children benefit from the good relationship between the staff and their parents who work closely together. Good channels of communication are established from the start when children attend the baby room, and information continues to be effectively shared throughout the nursery. Discussions with parents help to ensure that the individual needs of the children are identified and addressed. All children have a key member of staff who is responsible for their care and well-being. Throughout the nursery, the staff are available to talk with parents each day. As a result, the children's individual needs are well met and there is continuity in their care so they are confident, secure and settled. Children benefit greatly from the effective sharing of information between staff and parents. Questionnaires are often sent home to parents to identify their thoughts and comments about the future of the nursery, the responses to these are valued and respected by the manager and staff and are used to help to monitor and evaluate the nursery provision.

Parents receive good quality information about the nursery and the activities so they understand what their child will be doing. A detailed notice board for each room contains information about current topics, themes and activities. Information about the provision is regularly shared with parents through newsletters, notice boards and nursery prospectus. The entrance hall contains a wealth of information for parents including topic book folders of the activities which the children have participated in. This includes details and photographs of the children taking part in the activities. Parents are encouraged to look at the folders to see what the children do during their time at nursery.

## **Organisation**

The organisation is good.

The care offered is well supported by efficient organisation of daily sessions. The leadership and management are good. The manager oversees the general running and organisation of the nursery and is supported by her nursery staff. The daily sessions are organised by the nursery staff who demonstrate a good understanding of child development and are all suitably qualified for their roles and responsibilities within the setting. They are well qualified and experienced in childcare. Regular one to one meetings and annual appraisals are used to identify future training needs and relevant courses are sourced and attended.



Staff are aware of their roles and responsibilities and work effectively together as a team. They are enthusiastic in their roles and committed to working with the children, they all contribute their thoughts and ideas to ensure the smooth running of the provision, and the children make good progress. The staff are suitably deployed within the setting to ensure adult to child ratios are maintained. The children benefit from an organised environment with well planned activities, which enables them to play and explore freely. They experience a wide variety of different play opportunities which support their development and learning. There is an effective key worker system which helps in ensuring the consistency of children's care.

All the staff keep written records of the children's development. They plan the next steps for their learning, linking activities to children's likes and interests. As a result, they have a clear understanding of how to implement the activities. but the recording of evaluations does not always accurately reflect children's progress and they are not used effectively to meet the children's individual needs. Staff show a commitment to continued improvement to ensure good quality care and education is maintained and the outcomes for children are promoted. There is a positive ethos and the manager and her staff work hard to provide good quality care and learning experiences for the children.

The required documentation relating to the children's education, care, health and safety is in place to ensure that they are cared for appropriately and the outcomes for children are promoted. Documentation is suitably stored to ensure confidentiality is maintained. Staff demonstrate they are knowledgeable about the nursery systems in place, which ensures a generally co-ordinated approach and familiar routines for the children.

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

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

At the last combined inspection in 2004 there were four recommendations from the care inspection, which were to; ensure the outside areas are fully used for children's play and activities, to ensure that sufficient home style furniture is available to meet the needs of the babies and toddlers, to ensure that all available resources are fully used and easily accessible to all children, and to ensure all children have access to regular drinks. The nursery staff ensure the children are able to access outdoor play daily. They make full use of the outdoor area weather permitting and are vigilant to children's safety with particular regards to the drainage problems they have at present, which often means the ground is very damp and slippery, posing a hazard to the children. There is now sufficient home style furniture in the baby room which includes an adult sized rocking chair and a child sized sofa. With regards to ensuring resources are fully used and easily accessible to children, staff ensure the resources are regularly rotated to ensure the children experience a variety of activities. Toys and resources are easily accessible to the children in all areas of the nursery and the children are able to access them independently, making choices about their play and learning. Children are also able to freely access drinks, the children in the nursery room and pre-school room are able to help themselves from the jugs which are set out each day in their base rooms. Staff in the baby room ensure the children are offered drinks regularly as they are less able to ask for themselves.

The nursery education inspection recommended that the setting; make better use of record keeping across both rooms, by making sure observation and assessment is used to help plan for children's progress, including individual plans for those with English as an additional language. To improve the challenges for older or more able children, especially in the areas of

writing and encourage their independent skills, and to plan to use the excellent outdoor area as an extension of the learning area, not just as an area for outdoor play.

The systems for recording children's development have been reviewed and changed and observations and assessments are used. These however are not being used effectively and there is room for further development and improvement to ensure individual development is encouraged and nurtured. The nursery Special Educational Needs Coordinator (SENCO) ensures that the needs of children attending with English as a second language are suitably recorded and addressed. Children are now offered regular opportunities for making marks and their emergent writing is being developed. During their everyday play they use writing tools and a variety of equipment like note lets, cards and pads. The outdoor area is used well weather permitting to offer a variety of activities for the children. However this is restricted at present due to drainage problems which means at times the area is very slippery and is a hazard to children's safety.

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

Since the last inspection there have been no complaints made to Ofsted that require 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 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 that sufficient first aid resources are easily accessible to staff
- develop systems to ensure that all areas of the nursery are thoroughly risk assessed

#### **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):

- further improve children's assessment records to show their starting points and identify next steps for development [also applies to care]
- ensure planning and assessments clearly link to the stepping stones of the Foundation Stage to show children's continued progress

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