

# Westerhope Village Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY152358
<b>Inspection date</b>	11/12/2008
<b>Inspector</b>	Janet Fairhurst

<b>Setting address</b>	384-388 Stamfordham Road, Newcastle upon Tyne, Tyne and Wear, NE5 5HE
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<b>Telephone number</b>	0191 2860592
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Westerhope Village Nursery is privately owned and has been registered since August 2002. It is located on the main road running through Westerhope in the west of Newcastle. The premises used for the nursery were originally a police station; there is ample parking to the front and side of the building and access to the building is via a ramp.

The nursery has five rooms for children's play located on the ground floor and children are grouped according to age and stage of development. In addition, there are rooms on the first floor accessed by a flight of stairs, some of which are available for children's use: a soft play room and a library. A large dining area is used for children's meals and space in here is also utilised for planned children's activities. There are laundry and kitchen facilities. There is a large garden area to the rear of the building which can be used by all children at different intervals throughout the day.

The nursery is designated as part of the Neighbourhood Nurseries scheme. The nursery cares for a maximum of 59 children in the early years age group and there are currently 100 children on roll. Opening hours are Monday to Friday from 08.00 to 17.45 for 51 weeks of the year, closing on the Christmas week and public bank holidays.

There are 21 members of staff, including the manager and deputy. Most of the staff hold relevant qualifications and some are working towards a childcare qualification.

## **Overall effectiveness of the early years provision**

Children thrive in an inclusive setting where they are valued as individuals. Staff know them well and provide a safe and stimulating environment in which an excellent balance of child-initiated and adult-led activities promote children's progress toward the early learning goals. Effective policies and procedures ensure the safety and welfare of the children attending the nursery; although the information held within the parents information folder does not contain up to date details of the regulator contact details. The strong partnerships with parents ensure that everyone works together to support children effectively; however links with other providers have yet to be fully developed. The nursery's capacity to improve is good as they have a clear understanding of their strengths and areas for future development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- update the complaints policy to ensure that the regulators correct contact details are present

- continue to develop links with other providers to ensure continuity in children's care and learning.

## **The leadership and management of the early years provision**

Strong leadership and management underpin the smooth operation of the nursery and ensure effective communication and team working throughout. The nursery is successful in identifying each child's uniqueness and every effort is made to ensure that no child is disadvantaged. Robust vetting procedures ensure that the adults who care for children are suitable to do so and nearly all staff have relevant early years childcare qualifications. Attendance on both long and short courses as well as in-house training enables staff to continually enhance their skills in specific subjects, such as safeguarding and behaviour management, so ensuring they have the knowledge and skills to work effectively with the children. Comprehensive policies and procedures are in place; however, the complaints policy is not up to date. Risk assessments and daily checking procedures are in place, which helps to keep the environment safe and free from potential hazards.

The nursery has a strong capacity for improvement, with committed staff who strive to provide good quality care for the children. All recommendations from the previous inspection have been successfully addressed. Staff are clear about the safeguarding children policy and know the procedures to follow. The setting's self-evaluation demonstrates a good understanding of the strengths of the early years provision and there are clear targets for improvement, such as developing the outside play area by providing a wider range of activities regardless of the weather.

The nursery has a strong commitment to working in partnership with parents. Parents are made to feel welcome and are very well consulted. For example, a recent parent evening focused on developing parents' understanding of the Early Years Foundation Stage framework and other relevant and interesting subjects. The event was extremely well attended and parents' feedback was very positive. Alongside this, parents are strongly encouraged to make any suggestions about the development of the nursery. Detailed information on routines and children's starting points is gathered to ensure individual needs are met. There is a daily exchange of information on the child's day at the nursery and many photographs are taken so that parents can see their child at play. Parents are extremely complimentary about all aspects of the nursery. Links with other providers are still in the early stages; however, the management team are not complacent and have many ideas they would like to take forward to achieve this.

## **The quality and standards of the early years provision**

Children are well supported in their learning through the staff's secure knowledge of the Early Years Foundation Stage. Staff form warm, caring relationships with the children; children are confident, happy and settled in their care. This positive sense of well-being gives the children a secure foundation on which to play, explore and develop. Alongside the close collaboration with parents to assess individual

children's starting points, planning and assessment are highly effective at identifying individual needs and monitoring progress. All areas of learning are identified and children's engagement in those areas recorded to ensure full participation for each child. They have their own folders of work which are used to assess learning and significant comment sheets are used to identify the areas of learning for each child. This individual information is used to inform planning of the next steps for children.

Circle times for older children focus on specific activities and promote confidence in speaking and respect for others. Children's experiences are valued. They are encouraged to share their favourite book from home, prompting discussions and the introduction of new words, such as title, author and illustrator. Shape and colour are reinforced with children as they identify them around the room and as they use them to create pictures. Children enthusiastically participate in music sessions, joining in with actions and rhymes enhanced by the exciting musical artists that visit the setting. Children who have specific needs are very well supported and fully included.

All children have good opportunities to develop their independence and make choices because resources are easily accessible. Creativity and hand to eye co-ordination are encouraged well as they explore the wide range of resources. Babies play with custard on reflective surfaces; they have great fun when dabbing and splattering paint to create their own artwork which is then proudly displayed on the wall. Staff respond extremely well to children's interests; for example, a baby showed immense interest in a foam ball so, when joined by other children, staff immediately provided a range of other balls so all could participate and used this effectively to extend their learning and sustain their interest. Children become increasingly confident communicators, becoming aware of text as they share books and stories and begin to make marks on paper. They count as they play and engage in problem solving when working out how to open a box or how to build a tower with different-sized bricks.

Throughout the nursery children have access to resources and look at posters and books which have positive images of different people in society. These encourage the children to become aware of similarities and differences and provide children with positive images to relate to. Staff treat children sensitively and act as positive role models. As a result, children develop an understanding of what is right and wrong and begin to understand the consequences of their actions. Older children enthusiastically explain the pebble jar, where acts of positive behaviour results in a pebble being added to the jar. When the jar is full the children are allowed to decide what treat they would like. This approach helps to instil a sense of achievement and an understanding that positive behaviour has positive rewards.

Excellent arrangements ensure children's safety and, through good support from staff, children begin to learn about keeping themselves safe. Children's good health is successfully promoted in all areas. They enjoy a very good range of healthy, nutritious and freshly cooked meals and snacks daily. Older children competently wash and dry their hands at appropriate times, and brush their teeth after lunch. Children have good opportunities for developing their physical skills both indoors and outdoors, having use of the soft indoor play area and a well

resourced garden which they also use to grow herbs and vegetables. Children play sociably together, respond to the positive role models staff present and thoroughly enjoy their time at the nursery.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.