

# Westhill House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY390259
<b>Inspection date</b>	25/08/2009
<b>Inspector</b>	Adelaide Griffith

<b>Setting address</b>	Westhill House Day Nursery, 36 Rednal Road, BIRMINGHAM, B38 8DR
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Westhill House Day Nursery is one of three nurseries run by Aprex Limited. It originally opened in 2002 and was re-registered under new ownership in 2009. The nursery operates from five rooms in a converted house in a residential area of Birmingham. The setting is within easy access of local facilities. There is a fully enclosed area for outdoor play. Access to the provision is on one level with wheelchair access to the first floor via a lift. The nursery is open from Monday to Friday all year round from 7:30am to 6pm, except for one week at Christmas.

The nursery is registered on the Early Years Register. A maximum of 44 children may attend the nursery at any one time. There are currently 44 children aged from six months to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities. It also supports children who speak English as an additional language. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and offers care to children aged from five years to 11 years before and after school.

There are 12 members of staff, 10 of whom hold appropriate early years qualifications to at least NVQ level 3. The setting receives support from the local authority. The registered person offers teaching support to the staff.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making considerable progress in their learning and development. Staff know the children well and their individual needs are effectively addressed. Children's welfare is competently safeguarded. On the whole, the positive relationship with parents encourages children's progress and cooperation with external agencies effectively supports children. Collaborative working with all other local early years providers is not yet fully established. The self-evaluation process is robust with specific plans to improve the quality of the provision for the benefit of children and their families.

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

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

- improve the procedures to report children's progress to parents throughout the the Early Years Foundation Stage.

## The leadership and management of the early years provision

All the records, policies and procedures required for the smooth running of the nursery are available for inspection. Resources, including the staff and external services are well used to promote positive outcomes for children. Vetting

procedures for all adults who work with children are thorough and all staff attend further courses in order to support children effectively. The process of self-evaluation is well established and many changes have contributed to improving children's learning. For example, the observations and assessments procedures and format have supported staff in focusing more effectively on children's development. The registered person has consistently sought the views of parents and staff contribute to improvements by suggesting how team working can be more effective. There are plans to develop a part of the outside area to grow vegetables and also to extend the service for children with learning difficulties and/or disabilities.

The capacity to make necessary improvements is reflected in the effective measures taken to address suggestions identified at the registration visit.

Staff maintain a keen interest in ensuring that the atmosphere is welcoming for children and all work cohesively to promote children's well-being. In particular, there is an ethos of promoting children's self-esteem and confidence. Furthermore, the systems for supporting children with learning difficulties and/or disabilities and those who speak English as an additional language are working well. Children's welfare is met thoroughly and staff are competent in addressing children's individual care needs as agreed with parents. Children are significantly safeguarded and effective risk assessments are implemented to ensure that they are safe in the nursery at all times. There is a strong partnership with parents underpinned by consistent communication. Although information is shared on a daily basis about children's experiences a progress report is not routinely provided. This means that the system to enable parents to have a clear indication of children's developmental attainment is not comprehensive. There are well developed working relationships with external agencies. As yet the relationship with all other early years providers is not established but the registered person is aware of the requirement to work closely with other settings in order to promote children's learning fully.

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

Children are making steady progress in the Early Years Foundation Stage because staff make learning fun and their active involvement in play activities helps children to maintain concentration. The colourful rooms provide a stimulating environment in which children are encouraged to make choices from the available resources and they often lead the play while adults provide support and guidance as required. Children's imaginative play is used effectively to promote their understanding of daily activities, such as, using a washing machine and they gain understanding of the world around them due to visits from the animal man. Children's language for thinking is appropriately promoted as staff frequently ask what they should do next in order to maintain a sequence during most activities. Consequently, children are challenged to apply their problem-solving skills to indicate how play may develop.

The staff are well informed about children's individual preferences and consider these when planning activities. For example, they have taken into consideration children's interest in sea life and have incorporated activities linked to whales. Also, mark making materials are provided to encourage children's drawing and writing

skills. Observational assessments are carried out frequently and the next stage is addressed appropriately. Challenges for children are included, for example, staff use large numbered bricks to help toddlers recognise numerals. Children play well together and form close relationships with their peers and adults. Consequently, they are sufficiently confident to ask for support from adults. Staff have experience of caring for children with learning difficulties and/or disabilities. They work closely with external agencies to implement and review programmes that promote children's additional needs. On a daily basis staff work with parents to promote children's development, for instance, to promote self-help and social skills.

Children are helped to stay safe due to controlled access to the premises. Additionally, children are gaining an understanding of fire safety due to participation in evacuation drills. The steps taken to promote children's good health and well-being include outside physical play on a daily basis. Children are gaining an awareness of healthy options due to discussion about the benefits of choosing and eating vegetables. They are competently protected against the spread of infection due to procedures, such as, the cleaning of tables before meals and children wash hands appropriately in relation to activities. All staff interact well with children and they encourage good behaviour by praise and rewards. Children are encouraged to be polite to their peers and they are willing to practise sharing and taking turns during play.

## 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>	2
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?	2
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>	2
<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?	2
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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met