

Westview Day Nursery

Inspection report for early years provision

Unique reference number	162004
Inspection date	26/10/2009
Inspector	Jan Healy / Angela Cole
Setting address	35 St. Margarets Street, Bradford-on-Avon, Wiltshire, BA15 1DW
Telephone number	01225 864544
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Type of setting	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 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.

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Description of the setting

Westview Day Nursery is one of two nurseries and two after-school clubs under private management. It operates from a house in a conservation area in the centre of Bradford-on-Avon, Wiltshire. The nursery uses three floors and an enclosed rear garden for children's play. There is a car park for parents and carers. The children make frequent use of Barton Farm play area and have access to swimming sessions, sports activities and other extra-curricular activities. The nursery is open Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered to care for up to 50 children in the early years age group. Currently there are 80 children on roll in the early years age group. Children aged three and four years receive a nursery education grant. The nursery supports children with special education needs. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 13 childcare staff, of whom 12 hold an early years qualification, and one is working towards a childcare qualification. A management partner holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children are extremely happy, arriving with confidence and eagerly begin play without delay. They make friends easily and look forward to their company. They share a warm and affectionate relationship with the staff who know them well. They are making excellent progress towards the early learning goals, as the staff successfully promote the children's learning and development. Partnerships with parents and other agencies are a key strength and are significant in ensuring the individual needs of the children are consistently met. Regular self-evaluation by the staff prioritises areas for further development, which are swiftly acted upon resulting in a highly successful provision where young children and babies flourish.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- support children to show emerging autonomy in all aspects of self-care concerning hand washing
- consider developing the outdoor learning environment to provide the children with further opportunities to freely explore and to use their senses

The effectiveness of leadership and management of the early years provision

The children are highly safeguarded, because of the staff's excellent knowledge and understanding with regard to child protection procedures. A thorough and effective written statement is known by all the staff and is shared with the parents. Clear management responsibilities ensure any concerns noted are swiftly dealt with and precise records are maintained for the benefit of the children's well-being.

The staff accurately promote equality of opportunity. As a result, children are making outstanding progress and development in their understanding that although everyone is different, all are just as important. The excellent deployment of resources allow the children to self-select toys of their choice, as these are stored within their easy reach. Dynamic plans include diversity, with the children having the opportunity to learn about how other children live in other countries, what they wear and eat and about the home they live in. A vast range of resources reflect positive images of gender, age, disability and culture, including books, dolls, pictures, tipi and a totem pole. The children have frequent opportunities to bake and to taste foods from around the world. The individual needs of children are given significant consideration when planning a suitable and extensive range of activities. Safe and stimulating play encourages consistent progress in the children's learning and development.

The partnership between the staff, parents and carers is exceptional, with both parties liaising closely to ensure the children receive the care and education they require. Families report of their immense satisfaction with regard to the information they receive about the children's progress and appreciate the efforts made to share the children's records of achievement. The staff also work substantially with other providers that deliver the Early Years Foundation Stage, so there is continuity of care, which has a considerable benefit for all.

Adults are very well qualified and continue to attend a wide variety of training courses, so they retain and further increase a high level of knowledge with regard to early years. The staff work as a dedicated and committed team, as they are self-motivated and eager to maintain continuous improvement. They have a successful method of self-evaluation in place, in which all staff participate. This helps them to fully identify the provision's strengths and weaknesses, with plans for the future being accurately targeted.

The quality and standards of the early years provision and outcomes for children

Outstanding practice is in place with regard to the maintaining of the children's health and well-being. All required policies are clear and up to date, for example, for the administration of medication and for the seeking of emergency medical treatment or advice. The staff are excellent role models, as they practise precise hygiene routines, for example, during nappy changing. However, hand washing procedures for toddlers after painting and for pre-schoolers before snack-time are

not robust. The children are successfully learning about the importance of leading a healthy lifestyle and take regular walks to the local park for physical play, where they enhance their fitness and stamina.

The staff eliminate any hazards to the children in their care, to ensure they remain safe at all times, for instance, thorough daily checks of all playrooms and the outdoor play area takes place before the children's arrival. Doors are alarmed and the children are released only to known adults. The children take part in an emergency evacuation procedure, so they are familiar with the leaving of the premises without delay. Details are retained with regard to any visitors and their presence is verified. The children move around the nursery calmly and they are taught, for example, to keep themselves safe when visiting farms and museums. The staff are proactive in updating extensive risk assessments for each specific children's outing.

The children warmly greet their friends as they arrive. They show care and concern for each other as they cooperate well, for example, working out between them how a camera operates. The older children share the toys and wait their turn without staff intervention. Their strong desire to participate in the activities available stimulates great excitement, such as when mixing ingredients for cheese scones and they delight in the result. All of the children are extremely happy to attend and make a positive contribution that benefits all, for example, when preparing to visit the nearby park, they remind the staff about the essential items required, including first aid and mobile telephone, which they proudly carry in a rucksack. Children develop excellent skills for their future by eagerly extending their literacy, numeracy and their understanding of technology and confidently use their initiative to solve problems when playing in the sand, such as adding sufficient water to build sand castles.

The children are making extensive progress in their learning and development. They benefit highly from staff who know them very well, who plan and organise an excellent range of interesting and challenging play opportunities. They are developing a love of literature, as the pop-up, story and resource books are sensitively displayed and are highly accessible. They gain considerable counting skills and show great persistence in comparing lengths of magnetic chains with their heights. The children delight in planting flowers and herbs outdoors, although they are not always encouraged to explore freely or to make maximum use of their senses in the outdoor play area. They design using tools of their choice and construct complex models to express their own ideas. From a young age, the children play an important part in the life of the local community, for example, taking part in an arts festival within their local community and experiencing train travel to the beach. They gain an excellent understanding of caring for their environment and the advantages of recycling.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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