

# Westfield Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	223285
<b>Inspection date</b>	05/10/2009
<b>Inspector</b>	Patricia Underwood
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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 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

Westfield Community Development Association is a limited company running three registered day care settings. Some settings have been in operation over 30 years, all are on the Westfield site, located close to the centre of Hinckley. The Pre-school operates in its own building with two large rooms, toilets, access to a small secure enclosed outdoor area and the school field. Disabled access is no problem. Links have been established with other Early years providers including the school and nursery. It is on the Early Years Register. A maximum of 26 children from two years to under five years may attend at any one time. Currently, there are 60 children on roll, 43 of whom receive funding for their early education. The playgroup operates daily from 8.30am to 11.30am and from 12.30pm to 3.30pm during term time only. Six staff are employed, all hold relevant qualifications. The Kids Club operates in a separate building which includes three rooms and access to a small secure outdoor area, the school playground and field. It serves the children from many of the surrounding local schools. Links with the school and other Early years providers have been established. Disabled access is via a portable ramp which needs to be pre-arranged. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children aged between four and under seven years of age may attend at any one time. There are currently 78 children on roll of whom eight are in the early years. Children up to the age of 11 attend the club, although, the holiday club caters for those aged up to 14. The before and after school clubs operate from 7.30am until 9.00am and from 3.00pm until 5.30pm during term time only. The holiday club operates from 7.30am until 5.30pm every school holiday except bank holidays and the last week of the summer holidays. Five staff are employed. All hold relevant qualifications. The Nursery operates from its own building, consisting of three rooms, a kitchen, a secure enclosed outdoor area. Disabled access is no problem. Links with the school and the pre-school have been established. It is on the Early Years Register. A maximum of 46 children under the age of five, of whom no more than nine may be under the age of two, may attend at any one. Currently, there are 38 children on roll of whom 22 receive funding for early years. The Nursery operates from 8.00am to 6.00pm throughout the year, except bank holidays and two weeks holidays during the year. Ten staff are employed, all hold relevant qualifications. The settings receives support from the local authority Early Years Development and Childcare Partnership. All support children with special educational needs and/or disabilities and those with English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of provision in the three settings is good, however, that of the pre-school is outstanding. Children in all three settings are happy, settled, enthusiastic about what they are doing and safe. A good range of age related activities covering all areas of learning is offered. Staff ensure that the needs of all children, including those with special educational needs and/or disabilities, are catered for. Parents express every confidence in the settings and feel the staff are

very approachable and very caring towards their children. Each setting knows its strengths and areas for development but each is at a different stage of formally recording and prioritising improvements. There is an overall enthusiasm and determination to move the settings forward so capacity for future improvement is good.

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

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

- ensure planning clearly shows in more detail how activities link to the areas of learning in the Early Years Foundation Stage curriculum (Nursery and Kids Club)
- use the good assessments to inform planning of each child's next steps for learning (Nursery and Kids Club)
- update the formal systems for recording the strengths and prioritising areas for future improvement (all settings)

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

All staff are committed and dedicated to ensuring the smooth running of their setting on a daily basis. Each group of adults works well as a team, knows its roles and responsibilities and supports each other. Staff are carefully vetted and are encouraged to undertake further training to enhance their knowledge and understanding of the Early Years Foundation Stage. Some training is provided on site and some through the local network.

All appropriate policies are in place, regularly updated and staff are expected to be familiar with them. There are slight variations within some of the policies to cater for the different settings. For example, the procedures for fire drills vary. The relevant health and safety and risk assessments are in place. Staff carry out daily checks to ensure the areas are clean and safe for the children. All settings have good security systems to prevent unwanted adults entering the premises. A signing in sheet monitors both the arrival and departure of children, staff members and any visitors. These were issues raised at the previous inspection. As a result children are well protected and safe.

Parents express every confidence in the settings and appreciate what the staff do for their children. Comments from parents of children attending the pre-school include: 'My child is happy to attend' and 'Staff are brilliant – I enjoy contributing to my child's learning journal'. Parents of Nursery children felt their children had settled quickly and were happy. One parent whose child has special educational needs and/or disabilities and attends the kids club was very pleased with the way the child had settled in and was developing more confidence and a willingness to talk. Staff go out of their way to welcome and support any child with learning difficulties and/or disabilities and those for whom English is an additional language.

Advice is sought from outside agencies to ensure all children have appropriate provision to match their needs. In the pre-school, where a number of children have delayed speech development, staff are observing and recording their findings in order to refer the children to the speech therapist for additional support if their parents agree.

Parents in the pre-school enjoy reading their child's learning journal and willingly share information about what their child does at home. However, this is less successful in the Nursery, although, parents are encouraged to contribute. In the Kids Club, learning journals are in the early stages of development.

All settings have established links with the school and other early years providers. Children from the pre-school visit the school's Reception classes during the summer term for a range of activities and the teachers visit the pre-school for story time. The manager also sends letters to other early years providers, whose children attend the setting to share information about these children. However, the Nursery and Kids Club are still developing these links and are aware of the need to broaden the opportunities for liaison with the Reception teachers of the various schools the children are or will be attending.

All settings know their strengths and areas for development but are at different stages in developing formal recording systems. Each setting has its own evaluation and these show there are similar areas for improvement. Managers are very keen to move forward and well placed to do so. All issues from the previous report have been effectively addressed.

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

Children enjoy attending all the settings and are provided with a good range of age related activities. Activities are planned in consultation with the children, so their interests are taken into account. Planning in the pre-school clearly shows how each activity is linked to the areas of learning. Within the Nursery and Kids Club planning this detail is often missing. Assessment is carried out regularly and recorded on 'post it' notes to be included in the learning journals. In both the Nursery and pre-school, procedures are good but in the Nursery information about the next steps of learning for each child is often missing and, therefore, cannot be used to inform planning. Consequently, activities do not always match the needs of the child. Assessment in the Kids Club is underdeveloped, although, learning journals provide information about each child with photographs and examples of work.

Children in the Kids Club enjoy board games to extend their understanding of number and respond to questions to further develop their language skills. A group of children enthusiastically draw pictures, experimenting with chalk on black paper. One child said he was trying to show mist in the wood by smudging the chalk. It was very effective. Children in the pre-school has great fun playing in cardboard boxes pretending they are dens. Others enjoy exploring water while an adult ask lots of questions to stimulate language. A small group receive adult support in the

role play area to help them understand how to use the resources. Children in the Nursery are fascinated by the stick insects as they take the lid off their cage to spray them with water. Some are a little afraid but others happily hold them. Some good language arises from

discussion about the comparison of their size and why some are bigger than others. In the babies room, the children enjoy a very close relationship with the adults who encourage them to explore the room in whatever way they can. A very large chart records what each child has done in the day, including food eaten, nappy changes and sleep. This is shared daily with the parents.

Staff are very caring and supportive, particularly in ensuring children have access to all the activities. They make children's welfare a priority. They have good relationships with the children. Although, each child has a key person, staff know all the children well. Consequently, children are happy and confident and settled. Children relate very well to each other regardless of which school they come from or how old they are. Children in the pre-school and Nursery behave very well as do most children in the Kids Club. Children work and play harmoniously together, knowing what the adults expected of them. Personal and social development is good as children begin to share, learn to take turns and to play together.

Healthy lifestyles are promoted well through discussion with the children. Snacks of fruit, vegetables, water or milk are provided. Children are taught basic hygiene and those in the Nursery clean their teeth after their meals. There is less emphasis on promoting a healthy lifestyle within the Kids club. At lunchtime, all the Nursery children having dinner sit round a table. They are well behaved and encouraged to use a knife and fork. They enjoy their food and eat well. Dietary needs and allergies are taken into account when meals are prepared.

Lack of a computer in the Kids Club means that the skills for later life are less well promoted than in the other settings. There is opportunity to develop numeracy and literacy skills but none for computing. Both the Nursery and pre-school have computers available for the children as well as opportunities to develop numeracy and literacy skills, so promoting more effectively the skills for later life.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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