

# Westoe Village Kindergarten

Inspection report for early years provision

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<b>Inspection date</b>	30/11/2009
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<b>Email</b>	
<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

Westoe Village Kindergarten is owned and managed privately. It was registered in 2009, and operates from purpose-built premises, it is situated near to South Tyneside College in the residential area of Westoe Village in South Tyneside. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 28 children under eight years at any one time, all of whom may be in the early years age range. There are currently 17 children attending in this age group. The nursery also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 4. One member of staff has recently achieved Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager and her staff offer a warm and friendly welcome to all children and their parents. The range of experiences provided gives all children the opportunity to make progress. Some areas of learning are better equipped than others, as well as some areas of the premises being better organised than others. The planning of activities, observing of children and links with other providers are being developed. Staff demonstrate a positive attitude to providing an inclusive environment. A range of training is attended and links with childcare professionals from the local authority are established to ensure continuous improvement is maintained.

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

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

- develop further the planning of activities and observing of children, including identifying next steps in the children's learning to inform future plans
- develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop further resources and activities to nurture children's respect for different people's needs, as well as their own cultures and beliefs and those of others
- develop opportunities for children to gain a sense of self-respect, particularly with regard to the organisation of the bathroom area.

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

All staff have attended safeguarding training and demonstrate a good understanding of the associated issues. Consequently, children are well protected. Effective risk assessments take place for both the premises and outings, which clearly reduce the chance of accidental injury occurring. Very good recruitment procedures ensure staff are suitably experienced, qualified and vetted to effectively safeguard children. The manager is enthusiastic and encourages the professional development of her team in order to improve the quality of the service provided.

Suitable systems to evaluate the learning and development opportunities offered are in place. An action plan has been developed, which targets most of the areas for development which have been identified. Parents currently give verbal feedback to broaden the manager's view of the nursery. Resources are stored at the children's height to encourage independence and free choice. The space within the nursery is organised to link in with the different areas of learning.

The nursery has only been operating for 12 weeks. Consequently, relationships with parents are still being developed. Staff speak to them on a daily basis, as well as providing a written diary sheet, and this ensures they are informed of the experiences their children have enjoyed. They are then able to continue their children's learning at home through highlighted activities, and are encouraged to bring little observations of their children into nursery to share with their key worker. Although there are no children currently attending who have special educational needs and/or disabilities, staff demonstrate a positive attitude to liaising with other professionals to meet any specific requirements. Links with other providers, where children receive care and education in more than one setting, have not been well established as yet. This has a negative impact on nurturing continuity and coherence.

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

All staff have attended training on the Early Years Foundation Stage and implement it appropriately. Children are developing an understanding of responsible behaviour, as staff employ a positive and consistent approach. A small range of activities and resources showing positive images of different cultures and traditions, and of people with disabilities are available. This limited selection does not effectively nurture children's understanding and awareness of the wider community. Staff do encourage children to respect themselves and others throughout the day. However, the organisation of the bathroom area does not currently give children privacy, and this does not effectively nurture children's self-respect. A nice variety of books are enjoyed by children independently and with the staff, these are supplemented with trips to the library. Sorting, matching and sequencing resources promote children's problem solving and reasoning skills. Children's knowledge of the natural world is nurtured as they collect leaves and stones, and examine them with a magnifying glass. Experiences including,

painting, model making and manipulating play dough encourage children to express themselves while developing their fine motor skills. Children delight in using their imagination as they pretend to be Spiderman. Staff plan activities around children's interests, and are developing learning journals for each of the children; these include photographs and observations, which are linked to areas of learning. However, they do not identify the next steps in the children's learning to clearly inform future planning.

Children are safeguarded well as the premises are kept secure at all times. This is supplemented with effective procedures for adults collecting children, including the use of a password system. Children's knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities, including a visit from the road safety officer, and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. Daily opportunities to access large physical play are provided, these include using the outdoor play areas where they can use sit and ride toys, enjoy the swings and participate in ball games. Cushions are available for children to rest and play quietly if they wish. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. Meals and snacks provided include curry, couscous, pasta dishes and fruit. A clear sickness policy offers parents information about exclusion periods for children who are unwell, ensuring children are not placed at risk of infection and illness. Children are cared for in a well-maintained environment, where toys and equipment are cleaned regularly. Large windows in the playroom enable children to benefit from natural light while playing indoors. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care; brushing teeth and hand washing form an integral part of their routine. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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