

Westfield Community Nursery School

Inspection report for early years provision

Unique reference number

EY400213

Inspection date

03/03/2010

Inspector

Susan June Stone

Setting address

Westfield Primary School, Longfellow Road, RADSTOCK,
BA3 3XX

Telephone number

07933157697

Email

champingatthebit@btinternet.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Westfield Community Nursery School registered in 2009 but opened from January 2010. The nursery is privately owned by a provider who runs another nursery and after school and holiday play schemes in the area. It is held in a new purpose built unit in the grounds of Westfield Primary School, Radstock, Banes. Children have access to a main play room and toilet facilities, all areas are on the ground floor and children have access to an enclosed outdoor play area. The nursery is open from 9am until 3pm five days a week in term times. Children attending the nursery are mainly from the local area and surrounding villages.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may consider moving the after school provision to the nursery site in the future. A maximum of 24 children in the early years age range may attend at any one time. There are currently 37 children on roll. The nursery is registered to receive government funding for nursery education. The nursery supports children with learning difficulties and/or disabilities, and children with English as an additional language

The nursery employs six staff to care for the children, one of whom is an Early Years Professional. All staff are very well qualified to level three and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a safe and secure environment where they are highly valued as individuals, the setting is fully inclusive and all children are very well supported to achieve the best of their abilities. Children are making excellent progress through the Early Years Foundation Stage as their learning is planned and monitored on an individual basis, and each child's individual interests are provided for well. Children are consistently engaged and their individual needs are met to a considerably high standard, which is due to the staff's enthusiasm and commitment to provide an exceptional learning environment. Staff are extremely well supported, motivated and inspired by the experienced and skilled management team. The owner values the importance of continuous development and the evaluation of the provision is an accurate reflection of the strengths and areas for development. Staff are proactive in implementing improvements with ambitious vision for the future to further promote outcomes for children.

What steps need to be taken to improve provision further?

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

- developing further the information gained from parents and others with regards to children's starting points, to help inform initial and ongoing

- assessments and planning
- increasing opportunities for children to find out about and use information and communication technology to further support their learning.

The effectiveness of leadership and management of the early years provision

The nursery is exceptionally well managed. Staff are extremely enthusiastic and work well together as a team, with clear roles and responsibilities and are passionate about providing a very high standard of care and education to the children. The daily routine is very well organised to ensure every resource and play area is child centred and used to its full potential; the layout and organisation of activities inspires children's learning. Effective staff deployment means that children are very well supervised at all times and supported in their activities to make excellent progress in their learning and development. Through the excellent settling in procedures staff get to know the children and their families well, which enables them to provide a fully inclusive setting. Children with Special needs are fully involved at the nursery, as the Special Educational Needs Coordinator is very clear in her role, liaising closely with parents, staff and other professionals. This inclusive approach ensures all children's needs are fully met. Comprehensive risk assessments of the premises and for outings are completed to effectively identify and address potential risks, ensuring that all areas, equipment and resources used by children are safe, which further promotes their safety. The security of the premises is excellent and procedures for arrival and departure ensure children are handed over safely to a known adult. Staff have a very good understanding of safeguarding issues. They are well trained and knowledgeable about the procedures to follow in the event of any concerns, ensuring children are fully protected. A clear recruitment and induction procedure means that new staff are suitable to work with children and sure about their role.

The nursery promotes good relationships with parents which help to ensure children are cared for according to their individual needs. Parents are provided with useful information about the setting which is updated through newsletters and information on the parents' notice board. Parents are very happy with the care and support their children receive. Staff's open and friendly approach ensures a consistent and continual two way sharing of information. This enables parents to be actively involved in their children's welfare and development, contributing their thoughts and ideas about their interests and what they can do at home. Good systems are in place for sharing information and working alongside other professionals delivering the Early Years Foundation Stage to ensure children make best possible progress. However sometimes information gained is not always used effectively to help identify initial starting points or inform ongoing assessment.

The managers and staff work exceptionally well as a team and clearly understand their roles and responsibilities within the setting. They show a commitment to monitor and evaluate the setting; they constantly seek to build on their excellent service, identifying ways to promote positive outcomes for children and support their individual needs. They show commitment at all levels and are dedicated in maintaining the already high standards yet still strive for continuous improvement.

The owner, staff, children and parents are all involved in the monitoring process, which is an accurate appraisal of achievements so far. Although there are no formal records as yet, in practice the staff have an excellent knowledge of strengths and areas of development, and identify how they plan to secure further improvements. Plans for improvement are well targeted for the benefit of the children, such as the development of the outdoor area.

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

Children are extremely happy, settled and secure and thoroughly enjoy their time at the nursery. They are cared for by a team of enthusiastic staff who know them well as individuals. The highly effective use of free-flow ensures children enjoy a very good balance of indoor and outside play and very good use is made of the outdoor area. Children thoroughly enjoy using the outside environment and staff's skilful use of resources help children make excellent progress in all areas of learning. They are allowed to problem solve and work out solutions for themselves. Staff offer sensitive intervention to encourage children to solve problems, develop language and understand the world around them. They allow children to develop their own play, such as when outside role playing firemen, children are able work out how to transport the water from one place to another, using buckets and tubes; and when they build a castle' from guttering and pipe, they concentrate hard on how to use the bendy pipe to support the guttering, working out that the fence could also be used to aid the project.

The children are extremely confident, interested and motivated by the activities that are on offer. They display high levels of self-esteem and are confident to try new skills for themselves. They ask for support when needed, such as helping with fastenings on their coats and shoes, or to find additional resources to use with the play dough that are not easily visible to them. Staff are skilled at engaging children in discussion to aid their learning and development through asking questions that challenge their thinking, such as asking about Mummy's favourite colour. Children are confident communicators they initiate conversations with each other and adults. They talk about situations at home, such as during snack time they discuss how the baby cries when it wants some food, so mummy feeds them some milk. Children demonstrate excellent literacy skills as they sit attentively enjoying stories, and look at books together of their own choice. They use books for reference when discovering about volcanoes and are introduced to new words like 'erupt' and 'lava' as they follow the theme. They further explore this theme as they make their own volcanoes and experiment to make it erupt, using vinegar and bicarbonate of soda. They use red and yellow food colour to make the fire and know that when they are mixed together they will make orange. The children compare different rocks which have come from volcanoes. Staff ask the children 'can you think of any words that will describe the stones?' Children describe them as being cold, smooth, or 'black, which is my favourite colour'.

Children's behaviour is exemplary; they help take care of the environment and are sensitive to each other's needs. They receive frequent praise and encouragement from staff for effort, achievement and kindness, which helps boost their self-

esteem. Children seek out others to join in self-initiated games, and learn to respect other's feelings through discussion and the good example set by staff. They play well together and cooperate with each other, such as two children working together to move the heavy box of train track to the carpet, where they start to build a track together and are happy to include their peers who ask nicely if they can join their play. Equally children find space at the already full play dough table for another child to join them, each giving up some of their dough as there is enough for all to share. Here, some children explore the different patterns made by the scales and spikes from different dinosaurs, while others mould and manipulate with their fingers and rolling pins, using cutters and knives to make different shapes and figures. Their creative and mark making skills are further developed as they create their own pictures and designs at the painting easel and make their own pictures with the peg boards, displaying pride in the train they had designed. They all enjoy the regular music sessions where staff use props like puppets to enhance the activity. Children are able to follow direction and sing to the tempo. Staff are skilful in ensuring that all children are included and contribute to the activity and use the 'Blue parrot' to help children to understand about feelings and respect. A good range of planned activities, displays, toys and resources depicting positive images of people from different cultures, races and those with disabilities help children to learn about countries and about their own family heritage. Children have access to everyday technology in the role play area, such as, cash registers, telephones and play cookers. They also use some programmable resources such as remote control bugs, however opportunities to use information and communication technology is less evident in sessions in the range of activities offered. Overall, children are developing good skills to support their future learning.

Staff have a very good understanding of the Early Years Foundation Stage and use this knowledge to plan and promote children's learning on an individual level, based on children's likes and interests. They take pride in their work and show dedication, enthusiasm and motivation, creating positive play environments for children, for example, the interesting and vibrant outdoor area, where children explore all their senses while following their own preferences and interests. Staff make regular observations of children's achievements and interests and use this information to plan their next steps of learning. Staff are aware of children's individual likes and interests and level of development, although the recording system currently does not always reflect this knowledge and understanding of individual children's progress. Staff are clear in what they want children to achieve from activities, though some of this information is not always recorded. Staff work very well together, to ensure all children are fully supported and encouraged to reach their full potential. As a result children make excellent progress.

Children are aware of healthy lifestyles. They play outside each day enjoying the benefits of fresh air and physical activity to develop and promote their large motor skills and co-ordination. Children know to wash their hands at appropriate times and are independent in their self-care skills. They choose when to have their snack, taking responsibility for their own needs. Their dietary requirements are well met by staff and they enjoy a range of healthy meals and snacks. Meals are provided by the primary school which are wholesome and nutritious and take into consideration any specific dietary needs. Children learn about how to keep

themselves safe through the daily routine, for example, using equipment like knives and scissors safely and practising the emergency evacuation procedure. The children show they feel safe as they move around confidently and are able to communicate their thoughts and feelings knowing that the staff will respond positively to them. Staff give children clear explanations of why they do things, helping them to learn that there are consequences to actions.

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	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	1
--	---

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

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
--	-----