

West Point House Private Day Nursery

Inspection report for early years provision

Unique reference number 206330
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Inspector Karen Ann Byfleet

Setting address 49 Kingston Avenue, Ilkeston, Derbyshire, DE7 4BD

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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

West Point House Nursery opened in 1997 and is one of two nurseries owned privately. It operates from converted domestic premises in Ilkeston, Derbyshire. A maximum of 49 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 7.00 am to 6.30 pm all year round with the exception of bank holidays and a week at Christmas. All children share access to a secure enclosed outdoor play area. Access to the nursery is on ground floor level and rooms on the first floor accommodate children aged two to five years.

There are currently 70 children on roll and the nursery receives funding for nursery education. The nursery supports children who speak English as an additional language and has systems in place to support any children with learning and/or disabilities. The nursery also provides out of school care and it serves the local area and surrounding villages.

The nursery employs 14 members of staff who have direct contact with the children. Of these 14 staff, 13 hold a relevant childcare qualification to level three and one staff member is working towards this. In addition two staff currently hold level four and five are working towards a foundation degree. The owner is an early years professional. The nursery is a member of the National Day Nursery Association and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff in the nursery recognise the uniqueness of each child and ensure that they are well settled and that their needs are routinely met. They support all children so that no individual is disadvantaged and children make good progress in their learning and development. Staff promote children's welfare well in all areas of care and learning, and recommendations raised at the last inspection have been addressed effectively. The setting engages with other providers of care and education to help children make a smooth transition from nursery to school. Staff and management have established good relationships with parents to ensure continuity of care. There are robust self-evaluation systems in place and the setting has identified clear strategies for further improvement. Their plans for the future are suitably targeted to bring about further improvement to the provision.

What steps need to be taken to improve provision further?

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

- develop further children's knowledge and understanding of the world with regard to the outdoor environment in order to expand on their learning of the

- natural world
- ensure that a systematic and routine approach is taken for all children when using observations and assessments to plan for the next steps in their developmental progress.

The effectiveness of leadership and management of the early years provision

The nursery is well managed and all staff and management show commitment to ensuring continuous improvements as they are all involved in the self evaluation process. All policies and procedures which are required are in place and these are reviewed regularly to ensure secure management. Staff retention within the setting is good and recruitment procedures ensure all staff are vetted for their suitability. Management ensure that staff keep abreast of new developments in childcare and retain their effectiveness in safeguarding issues, such as, child protection and first aid through regular training.

Risk assessments for indoors and outdoors are undertaken and recorded appropriately. Senior managers evaluate staff practice in each room and monitor how systems are being implemented. However, the routine approach to how staff observe, assess and record children's development is not consistent for all children who attend. Resources are well organised and are of good quality. They include non-stereotypical play provision, which reflect a variety of nationalities, positive gender roles and disabilities. Toys are stored in a way that supports children's independence and offers them a wide choice of activities.

The nursery promotes inclusive practice well. There are currently no children attending with special educational needs and/or disabilities. However, staff are trained and experienced in providing care and work with specialists so that all children have their welfare needs met. Staff promote children's understanding of the differences in people and help them to recognise and value those differences. They support children who have English as an additional language and work well with parents to ensure their children are included.

The nursery have developed effective links with parents. Regular newsletters keep them informed of events and highlight activities, linked to topics, that parents can undertake at home to support their children's learning. The key worker system is effective and parents are kept well informed about their children's progress through the productive exchange of information, both verbally and in writing. They are aware of the topics and activities that take place, contribute towards their children's learning and have good access to their children's records. Partnerships with other providers is good. Staff meet with teachers from schools where children move on to and maintain good liaisons as they provide wrap around care.

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

Children's good health and well-being is promoted well. Staff take effective action to prevent the spread of infection and children know and follow the hand washing routines. Children have a good understanding of why they must wear warm clothes in cold weather and of the effect of the weather on their bodies as described by the warm clothes they need to wear when playing in the rain and snow, such as the all in one suits to keep them dry and their hats and scarves.

The nursery provides children with a well balanced nutritious diet of home cooked, locally sourced, organic food. A weekly menu plan is rotated over four weeks, throughout the year, with seasonal changes of fruit and vegetables. Parents are advised of the alternatives for special dietary needs. Children learn good table manners through the social setting at snack and meal times.

All staff demonstrate good knowledge and understanding of child development, and support children's learning and development well in all areas. They ensure the learning environment, both indoors and outdoors, is welcoming and inviting. There are accessible resources to help children select toys and activities for themselves. For example, young children select books for themselves and sit in small groups or individually to look at them. Some younger children like to sit with staff to look at books. Staff provide well planned, purposeful play and exploration so that each child is offered an enjoyable and challenging experience across the areas of learning. Observations of children's development are undertaken. However, they do not always expand on children's learning and interests. For example, when outdoors some children enjoy looking for bugs in the sensory garden but lack tools such as magnifying glasses to help them explore further. Outdoor play for children is vibrant as the adults encourage them to be active and understand the benefits of physical activity. They enjoy outdoor play every day in self-chosen, as well as adult led games, such as hoola hoops. Adults help children to make the connection between the food they eat and where it comes from. They grow fruit and vegetables in their garden, and demonstrate an understanding of how to nurture them, by describing what they do to help fruit and vegetables grow.

Children enjoy themselves and are busy in their play. They learn to make decisions from a young age and their interest in music is developed very early, as they play music to accompany their songs. The enjoyment of very young children is evident as they bang percussion instruments which are available to them. The setting helps children make good progress in communication, literacy and numeracy. For example, young children demonstrate an excellent understanding of number sequence and participate in group discussions using a wide vocabulary. The labelling of children's work and visual words and numbers around the setting raises children's awareness of how print carries meaning and helps to enhance their understanding. Older children have labelled their own work which is displayed at their level, helping to raise their self-esteem and give them a sense of belonging.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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