

Westhill Nursery

Inspection report for early years provision

Unique reference number 142879
Inspection date 08/02/2010
Inspector Denise Franklin

Setting address West Hill, Wincanton, Somerset, BA9 9BX

Telephone number 01963 33246

Email

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

Westhill Nursery operates from a converted classroom within the grounds of King Arthur's Community School on the outskirts of the town of Wincanton. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It has a kitchen area within the room, and access to toilet facilities, and a fully enclosed outdoor play area.

This parent-committee run group is registered to provide 24 places for children aged between two and five years. There are currently 60 children on roll, of which 27 are in receipt of funding for nursery education. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery is open five days a week during school term-times. Sessions operate from 8.30am to 11.45am and 12.30pm to 3.00pm Monday to Friday. There is also a lunch club from 11.45am to 12.30pm.

Seven members of staff work with the children. All have level 3 qualifications except two staff, one of whom is the lunch time assistant. The setting maintains positive links with the local schools, and the local authority. The setting makes good use of the sports centre and other facilities on the community school site.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Westhill Nursery is effective and makes good provision for the children. The setting has excellent links with parents and carers, which has been maintained since the last inspection. The manager has an accurate understanding of the strengths and areas for development and has ensured that the recommendations from the last inspection have been addressed. Staff are fully committed to improve practice and provision through comprehensive training programmes. The nursery has good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure children have access to the enclosed outdoor area at all times
- keep a record of each child's next steps in learning and development in their Personal Pathway folders so that their progress can be tracked and success shared with the child and families
- ensure the action plan is up to date so that provision is monitored effectively.

The effectiveness of leadership and management of the early years provision

There are robust systems in place for safeguarding children, including vetting procedures for all adults who work with children. New security systems effectively ensure children are safe at all times and a fire drill log has been put in place since the last inspection. All policies and procedures relating to the care and welfare of the children are in place and well implemented. This ensures children are well cared for. The manager is enthusiastic and has high expectation for good quality provision for all the children. She leads and supports her staff well and relationships are excellent. There are clear strategies for monitoring and evaluating provision and committee members receive detailed reports from the manager at their meetings. The manager has produced an annual action plan, which is a working document and is evaluated appropriately. She seeks the views of colleagues and parents to help identify the areas for development. However, the self-evaluation form is in its early stages and the current action plan was not readily available at the time of inspection. Staff appraisals are annual and are effective in identifying staff strengths and training needs.

Resources are used extremely well and as a result children's progress is good. The environment is stimulating and the outdoor area is well resourced. Adults are very well deployed and know children well. This ensures that all children are fully included and each child's individual needs fully met. There are good systems in place for identifying and supporting children with special educational needs and/or disabilities so that they make the same progress as the rest of the children in relation to their starting point.

The setting has close links with the community school and has access to some of their facilities such as the sports centre. The manager regularly attends cluster meetings with other local schools and has good links with the primary schools to ensure smooth transitions.

Partnerships with parents are outstanding. Parents receive detailed curriculum information and events, which is clearly displayed in the corridor outside the classroom. They are informed about snacks, lunch menu and can see what their child has been doing in nursery on the digital photo-frame. Parent consultation meetings are held three times a year when parents and carers can discuss their child's progress with the key person and share their child's Personal Pathway. Parents enjoy curriculum evenings and are invited to make suggestions on how to improve the nursery. They also enthusiastically take part in family events such as sponsored walks and 'Farmers' Market Breakfasts'.

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

Children have access to a wide range of stimulating activities, which are well planned to meet the interests and needs of the children. They can also select their own activities, which enables them to take responsibility for their own learning. For

example, children confidently use the mouse at the computer to play their favourite nursery rhymes and enjoy making Queen of Hearts Tarts. Others build a railway track and enjoy playing imaginatively with the trains. The Dark Den is a popular place where children investigated a range of objects that light up or glow in the dark. Children are achieving well and all enjoy their time at the nursery. Adults regularly observe their key children to ensure that they are making good progress in relation to their starting points. They use the observations well to plan each child's next steps in learning and development, although these are not always linked to the statements in the Development Matters of the Early Years Foundation Stage framework. Most of the information relating to the child's progress is carefully collated in Personal Pathways to Learning and Development folders. These learning journeys include samples of the child's work, photographs and observation notes. However, the next steps each child is working towards is not recorded in these journeys and so this is a missed opportunity for parents to be even more involved in their child's learning and development.

Children enjoy healthy snacks and lunches. They are encouraged to try a variety of fruit and vegetables and have milk, water or diluted squash to drink. The nursery is developing a 'play patch' for children to enjoy the natural environment, take supervised risks and grow some of their own crops. This supports children's learning and development well. They also have access to a well-developed outdoor area and sports hall facilities that enables them to have plenty of exercise. However, during the inspection, children were unable to choose whether to be inside or outdoors. Behaviour is excellent and children are confident to take turns and share. They are learning to take responsibility for their own learning and help to tidy away equipment at the end of sessions. They have an excellent understanding of how to stay safe. Security procedures are excellent and children learn to be safe through role-play activities, stories and discussions with staff. They demonstrate good knowledge of basic skills and are well prepared for their next stage in learning and development.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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

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