

# Westfield Nursery Limited

Inspection report for early years provision

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**Unique reference number**

EY404098

**Inspection date**

14/07/2010

**Inspector**

Rachel Ayo

**Setting address**

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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*.

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## Description of the setting

Westfield Nursery Limited has been operating since 1997, however, it was newly registered in 2010, due to a change in the name. It operates from two purpose-built properties set in their own grounds in Idle on the outskirts of Bradford in West Yorkshire. The nursery serves families of the surrounding areas. The nursery is registered on the Early Years Register to care for a maximum of 82 children in the early years age group. The nursery is open each weekday from 7.30am to 6pm all year, except for the Christmas week and bank holidays. All children have access to enclosed outdoor play areas.

There are currently 157 children from birth to under five years on roll and the nursery receives funding for the provision of free early education to children aged three years and four years. Children attend a variety of sessions throughout the week. The nursery currently supports children with special education needs and/or disabilities and those for whom English is an additional language.

There are 25 staff employed to care for the children. The nursery is run by two private providers who also jointly manage the nursery. The majority of staff have early years qualifications to level 2 and 3. There are also two members of the team working towards a recognised early years qualification. The nursery receives support from the local authority and are members of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

As a result of a number of breaches in legal requirements children's welfare is not promoted suitably. This is with specific reference to accident and medicine procedures, risk assessments, the deployment of staff, supervision levels and record keeping. Children make good progress in their learning and development because staff plan a wide range of activities across the six areas of learning in line with children's individual needs and interests. There is generally good partnership working with parents in order to promote continuity in children's care and learning, and inclusive practice is effectively promoted. Good links are held with other providers to ensure consistency for the children. Although there are systems in place for self-evaluation to demonstrate the providers' drive for improvement, these are insufficient in identifying and addressing key priorities and areas of weakness.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that prior written permission is obtained from parents for all types of medicine before any medication is administered (Safeguarding and promoting children's welfare) 28/07/2010
- ensure that first aid boxes have appropriate contents to meet the needs of children and ensure that staff deal with accidents appropriately, with specific reference to the recording of these and the administration of first aid treatment (Safeguarding and promoting children's welfare) 28/07/2010
- ensure that staff are organised to ensure safety and meet the needs of the children, with specific reference to adult to child ratios being adhered to at all times and supervision levels in order to minimise accidents (Suitable People) 28/07/2010
- conduct appropriate and formal risk assessments and review these regularly to ensure that all reasonable steps are taken to ensure hazards to children, both indoors and outdoors, such as broken fence panels and laminator are kept to a minimum (Safeguarding and promoting children's welfare) 28/07/2010
- ensure that records of the unique reference numbers of CRB Disclosures obtained for all staff and the date on which they were obtained are easily accessible and available for inspection by Ofsted, to demonstrate that checks have been undertaken (Documentation) 28/07/2010
- keep a record of any risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 28/07/2010

To improve the early years provision the registered person should:

- improve hygiene practices in relation to the consistency of hand washing routines
- keep a record of existing injuries to improve child protection procedures.

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

Leadership and management is inefficient, because certain policies and procedures are not implemented in line with the requirements of the Early Years Foundation Stage to fully safeguard children. Consequently, this results in the following breaches in legal requirements. Supervision levels are not sufficient in identifying and preventing certain accidents with very young children, such as a fall backwards off of a chair which results in a bumped head. No first aid treatment is

administered after this accident and it is not recorded. Although prior written parental consent is obtained for certain types of medication, this does not extend to fever reducing medicines, verbal consent is gained only via the telephone. There are a number of first aid boxes kept on site, however, the contents are not checked and replaced as necessary to ensure that these have not exceeded their expiry dates. Formal risk assessments are not conducted or recorded in order for staff to suitably identify and make hazards safe. For example, broken fence panels pose a risk to children as small sharp pieces of wood are exposed and a plugged-in laminator is left unattended. Although there are sufficient staff working on the premises, they are not deployed effectively to ensure that adult to child ratios are adhered to at all times, with specific reference to children under two years. All staff undergo suitability checks and are never left unsupervised until these are cleared in order to protect children. However, records showing the unique reference number of CRB Disclosures and the date these were issued are not accessible and available for inspection for some staff members.

Staff have a suitable knowledge of child protection, although injuries that children arrive with are not always recorded to confirm such accidents have not occurred at the nursery. Access to the premises is effectively monitored in order to protect children from unauthorised adults. There is a good range of furniture and equipment to meet children's individual needs and promote their development. For example, children access the sink independently with the aid of a footstep and very young children are able to sit, eat and partake in activities together at small tables.

All families are positively welcomed into the nursery and the environment represents the diversity of society. As a result of staff's good knowledge of issues relating to narrowing the achievement gap, equality of opportunity is promoted effectively for all children. This includes boys and those who use English as an additional language or who have special educational needs and/or disabilities. Good links are held with external professionals ensuring children receive any necessary additional support and promoting a coherent way of working. Anti-discriminatory practice is challenged within the nursery, for example, through the representation of both male and female staff, and by children being actively encouraged to access all resources and activities equally.

There are systems in place for self-evaluation to demonstrate a commitment to continual improvement, such as the involvement in local authority schemes, questionnaires for staff and parents, and yearly appraisals which ensure that staff are fully supported in their professional development. However, there has been insufficient focus on ensuring that practice is in line with the new framework, resulting in breaches in legal requirements which impacts on outcomes for children.

Very positive relationships are held with parents. These are first established through effective settling-in arrangements, where staff fully find out about each child, including home routines, and each family through 'all about me' booklets and family photograph displays. Ongoing communication and parental involvement is achieved well, for example, through displays, notices, newsletters, involvement in charity events, daily record sheets and nursery website. Parents express very complimentary comments about the nursery and the care of their children. Where

children attend other settings or are moving on to other settings, such as school, there are good links with other providers. For example, staff share children's progress records and next steps, and they attend transition meetings.

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

As highlighted in leadership and management, staffs' knowledge of the welfare requirements is insufficient in promoting certain aspects of children's safety and well-being, although staff demonstrate a good awareness of the learning and development requirements.

Children enjoy their learning, they are confident, happy and develop a strong sense of belonging, because of the effective key person system. A bright and welcoming environment is created through an array of attractively displayed artwork, notices, posters and photographs. Children's starting points are established with the involvement of parents to ensure that planning for next steps is individual to each child and linked to the expectations of the early learning goals. Tracking sheets enable staff to monitor children's progress and ensure that there are no gaps in their learning. Parents are actively involved throughout the process as achievements are shared and they are encouraged to support next steps at home. Outings, such as to Chester Zoo or taking fruit and vegetables to the local elderly resident's home as part of Harvest Festival supports children's learning further.

Very young children develop independence as they attempt to feed themselves using a spoon or their fingers, they clearly enjoy feeling the texture of the mashed food. They actively explore their environment showing good physical skills, for example, as they attempt to pull themselves up with the help of furniture or a staff member's legs. They show suitable levels of interest in their environment as they explore freely and make choices from accessible resources. Children behave well and partake enthusiastically in activities with their friends, such as playing with the dough and sharing utensils as they play in the sand or water. They are kind and considerate as they take turns during small group games or to offer their peer a kiss, and they respond well to staff requests, for example, at snack time. Children communicate confidently. Very young children use gestures, repeat words and put these together to form simple sentences and older children express themselves confidently in a range of ways. Overall, staff use good questioning techniques to support and extend children's communication. The environment is rich in print and self-registration helps the pre school children to recognise their own name. Children are developing their hand and eye coordination well, through access to a broad range of mark making equipment.

Staff introduce mathematical concepts within everyday routines and reflect numbers in the environment. Children use mathematical language, for example as they play with the cars and solve problems as they construct with different building toys or complete puzzles. There are good opportunities for children to operate simple equipment and learn about technology. Older children access a designated computer area and younger children find out how things work as they press

buttons on light and sound toys. There are excellent opportunities for children to learn about the world around them and nature. They celebrate their own and other cultures, they partake in planting and growing, observe the life cycle of butterflies and measure worms. Children care for chicks and ducklings in an incubator and staff help the children recall the event, by creating a booklet of photographs showing the chicks and ducklings during the different stages of their growth. They help to care for these until they are released into a staff member's allotment.

Children have good access to outdoors, where they use a variety of equipment to help them develop their physical skills. The provision of accessible drinks and effectively planned nutritious meals and snacks, means that children make healthy choices about what they eat and drink. There are effective hygiene procedures in the kitchen, reflected in the nursery, receiving four stars following a visit from environment health. Good hand washing routines are not consistent throughout the nursery with regards to washing hands before meals and after wiping children's noses. Interesting visitors come to the nursery, for example, from the fire brigade, a nurse and from the life boat association, they help children learn about keeping safe.



## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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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	4
The extent to which children adopt healthy lifestyles	3
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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