



Westview Day Nursery

Inspection report for early years provision

Unique Reference Number	162004
Inspection date	30 January 2006
Inspector	Charlotte Jenkin
Setting Address	35 St. Margarets Street, Bradford-on-Avon, Wiltshire, BA15 1DW
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Registered person	Mark Kendall and Arlene Caddow
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Westview Day Nursery is privately owned and operates from a house in a conservation area in the centre of Bradford-on-Avon. The nursery uses 3 floors and an enclosed rear garden for children's play. There is a car park. The children make frequent use of Barton Farm play area, a nearby hall for dancing and music and the Wiltshire School of Gymnastics in Melksham.

The nursery is registered to care for up to 50 children under 5 years. There are 95

children on roll, of whom, 34 3 and 4-year-olds receive nursery education grant. There are 3 children who have special educational needs and the nursery also supports children for whom English is an additional language.

The nursery is open from 07:30 to 18:30, Monday to Friday, all year round and does not provide overnight care.

There are 17 childcare staff of whom 12 hold a childcare qualification and 3 are working towards a childcare qualification. The nursery is supported by the Wiltshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean and well maintained premises. Their welfare in the event of an accident is safeguarded effectively as all records are accurate, consent is gained for emergency treatment and 10 of the 16 staff are first aid trained. Children are encouraged to practise suitable hand washing routines, for example, before eating. Staff also practise acceptable hygiene routines, and visitors remove their shoes when on the premises. This prevents children being at risk from cross infection, and hand drying arrangements prevent the spread of germs. Although accurate records are kept of medication administered to children, and blanket consent is gained from parents, staff do not gain written consent each time prior to administering prescription medication. This has the potential to compromise children's health.

Children's dietary needs are well respected and catered for. Staff share information regarding children's allergies and dietary needs and this ensures they are not at risk from contaminated foods. The vegetarian menu at the nursery is nutritious and balanced, and includes various tastes for the children to try. For example, chilli, sweet potato curry, as well as fresh fruit daily. Snacks consist of savoury biscuits, milk and water, although water is not available to the children throughout the day. This means they may not have enough fluids throughout the day and their needs are not being met.

Children have daily opportunities to engage in physical activity. They have daily walks to the farm and park, and are, therefore, able to have plenty of fresh air daily. Children are eager to go out, and, therefore, develop a positive attitude towards exercise. Children are able to participate in gym classes each week, where they have opportunities to dance, develop balancing skills, move their bodies in different ways and learn new skills. For example, throwing, catching, rolling and climbing. Children move around the premises confidently and show awareness of themselves and others. They join in with action songs and push and pull equipment, for example, buggies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in well organised, child friendly premises which are made welcoming to parents and children. There are attractive displays and toys set out for the children's arrival. Children are familiar with the environment and know where to put their belongings, and which room to go to at the start of the day, with staff welcoming them in to the nursery. Children have access to a wide range of safe and stimulating toys and equipment that meets their needs and helps promote their development in all areas. However, limited toys are put out each day and children are not able to select those they wish to play with, and hence, develop confidence in initiating their own play and learning.

Children are cared for in safe premises, free from hazards. On each floor of the nursery the children are able to move around freely from room to room and play in safety, as the staff implement daily checks to ensure there are no risks to the children. Any potential hazards are identified and dealt with appropriately. The security of the premises means that children cannot leave unsupervised, although parents and visitors can walk in the back door, which sounds an alarm to alert staff. This is risk assessed and has not posed a problem, however, the system still means that strangers are potentially able to enter the nursery and this puts the children at risk. Detailed risk assessments are done for when staff take the children on outings, and they wear fluorescent bibs, hold hands and staff take both the register and a mobile phone. Traffic is stopped for the children to cross the road, and this generally means that the children are safe. However, sometimes ratios are exceeded when out, and this compromises children's safety. Also when taking the children to gym in staff cars, parents agree to their children being driven and to staff using suitable restraints. However, some three and four-year-olds travel in the front of the car without booster seats and this is detrimental to their safety and well being.

Children's welfare is likely to be safeguarded in the event of child protection concerns. Staff have a sound knowledge of child protection issues and the procedures to follow, and children's existing injuries are recorded, and duties are shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are happy and settled in the nursery and appear at ease. They are keen to engage in the available activities, for example, free drawing, role play and construction. Children spend suitable periods of time engaged in play and show interest in what they are doing, being keen to share this with others, for example, when talking about their drawings and telling visitors about their pretend play. Children demonstrate a sense of belonging in the nursery and are familiar with the routines, for example, getting their named spoon for snack and helping tidy up. Children play well together co-operatively, and negotiate well during their play. For example, several children were building a tower that fell down and all helped re-build it so it wouldn't fall over. Staff help sustain the children's interests through interacting with them and asking them questions. They show interest in what the children say, children's self-confidence is promoted and they are able to form good relationships

with others.

Younger children have access to a suitable range of activities that are linked to the Birth to three framework and cover most aspects of this, for example, messy play, investigation and role play. Staff care well for the young children, interacting with them and responding to their needs. Children, therefore, develop secure relationships with staff and this enables them to develop appropriate levels of self-confidence. They, therefore, readily approach staff for comfort, for example, cuddles, or to request play. Children confidently attempt to communicate with others, using both verbal and non-verbal communication. For example, children smile and hold out toys to staff, they look in the mirror and smile and dance, or suck their thumbs and use tones of voice to make their needs and feelings known. Staff respond well to this and this encourages their self-confidence. They know when children are happy, want to play or need comfort, imitating sounds children make so they know they are being understood. The children explore sounds and textures, experiment with musical instruments and discover different sounds. They are able to express themselves through regular singing and dancing activities, making their feelings known to others. Children are not able to select toys and equipment independently and initiate their own play and learning, having staff select activities each day for them.

The quality of teaching and learning is satisfactory.

Children benefit from staff's generally good knowledge of the early learning goals. They plan an interesting range of activities that engage children's interests and help them make sound progress towards the early learning goals in all six areas of learning. Staff interact well with the children and encourage their learning, offering them new experiences, for example, learning about animals around the world and exploring other countries and cultures. Children, therefore, display a positive attitude towards learning new skills and are keen to participate in the available activities. Activity plans have clear learning outcomes for children and staff are able to encourage the children to achieve the learning and skills of these. However, the balance of activities are often too adult lead, with children having limited access to toys and equipment to initiate and extend their own play, and art activities are often adult directed, with children being expected to produce a pre-defined end product using materials adults have chosen.

Staff currently record children's achievements by highlighting entries in the assessment system. They also write about how each child has enjoyed topics that have been covered. Observations of children at play lack detail in showing what they know, understand and can do. These observations are not used to inform the future planning of activities and help move children on to the next stage in their learning.

Children display a positive attitude towards learning and happily take part in activities, for example, role play in the rain forest, making clay canoes. They sit quietly and concentrate when appropriate, and play well with other children. They do not have opportunities to choose toys and equipment to initiate and further their own play and learning. Children use talk with confidence and can make themselves clearly understood. They make marks and give meaning to these, and recognise that print carries meaning, for example, recognise their own names. Children show great

interest in books, hold them correctly and 'read' stories to their friends.

Children show interest in numbers and more able children recognise numerals. They sort objects according to colour, and explore patterns. Routine activities are not used to develop children's mathematical concepts, for example, counting, recognising numerals, simple addition, subtraction or comparing numbers. Children explore construction materials and build and balance. They observe change over time, for example, growing seeds and regularly explore their local environment. They have limited opportunities to develop skills in ICT. Children use their imagination well to recreate personal experiences, for example, playing mums and babies, and also pretend to be explorers in the rain forest. Although they have some opportunities to draw and paint, art activities are often too adult directed and children are expected to produce a pre-defined end product using materials chosen by adults. This does not enable them to represent their own ideas using materials and resources of their choice.

Helping children make a positive contribution

The provision is good.

Children's individuality is well respected and staff meet their individual needs well, which helps promote children's self-esteem. Children develop suitable levels of independence, for example, go to the toilet independently, and staff support with potty training and feeding skills. Children develop a sense of belonging in the group and appear comfortable in the nursery, approaching staff and being familiar with the daily routines. Staff support the needs of children with special educational needs, monitor and support their development in line with advice from both parents and outside agencies. Individual plans are set up and reviewed to ensure children's progress is fully promoted.

Children's spiritual, moral, social and cultural development is fostered. Children have daily opportunities to go for nature walks and learn about their environment. They engage in various hands on activities that help them learn about the lives of others and develop respect for other cultures. For example, activities enable them to experience role play, learn about the environment, foods, music, dress and cultures.

Children behave very well in the group and this is because staff have clear and realistic expectations of them and use sensitive and age appropriate methods for managing children's behaviour. Staff are good role models and treat one another and the children with respect. Children, therefore, show concern for others and are polite, for example, requesting to share toys. Children form good relationships with staff and peers and play co-operatively together. They are well engaged in activities and do not, therefore, become bored or frustrated. Staff praise children for their achievements and this helps the children feel good about themselves and learn right from wrong.

Partnership with parents is satisfactory. Children benefit from the solid partnership with parents regarding their care needs. Information is gained from parents regarding children's daily routines and these are respected and catered for in line with parents' wishes. This promotes children's self-confidence and makes them feel comfortable in

the nursery. Parents and staff have daily verbal exchanges of information regarding children's general well being and routines. Any changes are shared and this offers the children continuity of care. Parents receive suitable information regarding the Foundation Stage curriculum and have access to activity plans and the current theme for learning on the notice board most of the time. Parents have formal opportunities to discuss their child's progress and view assessment records and are welcome to take these home at any time. However they do not contribute to assessments regarding their child's achievements outside of the group and therefore, children's individual areas for development are not fully identified. Parents are encouraged to be involved with their child's learning through bringing in items of interest related to the current topic, and by taking items they have made home to form a basis for discussion.

Organisation

The organisation is satisfactory.

Overall, the provision meets the needs of the range of children for whom it provides.

Children are cared for by appropriately qualified staff and recruitment procedures ensure all adults caring for children are suitable to do so. They attend appropriate training, for example, Birth to threes, child protection and curriculum workshops, and are keen to implement new ideas into the nursery. This in turn furthers children's care and learning opportunities. Staff maintain the required ratios inside the building and children benefit from suitable adult support. Staff are able to meet their needs and spend quality time interacting and playing with the children and supporting their development. However, ratios in outings are not always adhered to, which compromises children's safety. Registration arrangements clearly show children's arrival and departure times.

Staff generally implement nursery policies and procedures consistently which promotes their well being suitably. However, medication records lack detail, arrangements for transporting children in cars does not fully promote their safety and the security of the premises does not fully protect children from strangers. Water is not available for drinking and children are not able to develop confidence in initiating their own play. Most necessary consents are gained from parents regarding routine activities which ensures children are cared for in line with parents' wishes. All required documentation is kept on premises, stored securely and available for inspection.

Leadership and management is satisfactory. Staff work well together as a team and share all responsibilities of the group, including contributing ideas for planning. The manager supports staff and enables them to access suitable training. They develop confidence in identifying areas of strength, as well as areas for future training and development. Clear training plans are put in place detailing support to be given for staff to gain new skills. Staff demonstrate a commitment to improving the educational provision and continue to attend training. This enables them to reflect on their practice and implement new ideas into the group which offers the children new learning experiences. The curriculum is monitored although gaps still remain and

children do not, therefore, have access to all six areas of learning.

Improvements since the last inspection

At the last inspection the nursery agreed to ensure the procedure for safety is effective in identifying and reducing risks and hazards when outdoors, ensure that children under three years have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and ensure the register is accurate and includes actual times of children's arrival and departure. They also agreed to improve planning and consider ways to extend more able children, and to review the balance between adult directed and free play, especially in art and craft activities. Finally the nursery agreed to obtain written permission prior to administering medication to children and to make sure the premises are secure and staff are alerted when parents and visitors enter.

Detailed risk assessments are now taken each time children are taken out of the building and procedures have been put in place to reduce risks to children, for example, children wear fluorescent bibs, staff take registers and mobile phones. However, on some occasions ratios are not adhered to which compromises children's safety. Children under three years have access to plenty of resources that promote positive images of diversity in their play. Staff keep an accurate record of children's arrival and departure and parents also register their children in and out of the nursery on the computer system, which shows an accurate record of all persons on the premises. Planning has clear learning outcomes for children, but does not have extension ideas for more able children. Activities are still often adult directed, especially in art and craft. Written permission has been gained from parents for administering medication to children, although this is blanket consent and parents do not give written consent each time prescription medication is administered, which has the potential to compromise children's health. The door to the nursery is now alarmed which alerts staff when parents and visitors enter the nursery. However, this still puts children at risk from strangers.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

<p>The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.</p>

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure written consent is consistently gained prior to administering prescription medication, and that children have access to drinking water at all times
- continue to monitor entry to the premises to ensure strangers are unable to enter, and that children are transported in cars using appropriate equipment as agreed by parents, that promote their safety and well being
- ensure children are able to make choices, select toys and equipment and develop confidence in initiating their own play and learning

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children have regular opportunities to engage in free art and craft, using materials of their own choice to represent their own ideas
- develop children's awareness of number, numeral recognition, simple addition and subtraction through routine and practical activities
- develop the assessment system to include observations of children at play that detail what they know, understand and can do and use this to inform future planning and move children on to the next stage in their learning
- encourage parents to contribute to assessments of their child's progress so individual areas for development are fully supported and identified

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