



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 162004

DfES Number: 540041

### INSPECTION DETAILS

Inspection Date 25/01/2005  
Inspector Name Beryl Baggs

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Westview Day Nursery  
Setting Address 35 St. Margarets Street  
Bradford-on-Avon  
Wiltshire  
BA15 1DW

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Mark Kendall and Arlene Caddow  
Address Westview Day Nursery  
35 St Margarets Street  
Bradford-on-Avon  
Wiltshire  
BA15 1DW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

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 three 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 five years. There are 153 children on roll of whom 25 three-year-olds and 10 four-year-olds receive nursery education grant. Three children 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 20 childcare staff of whom 14 hold a childcare qualification and four are working towards a childcare qualification. The nursery is supported by the Wiltshire Early Years Development and Childcare Partnership.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Westview Day Nursery is of good quality and children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff demonstrate a good knowledge of the early learning goals through their planning. Staff join in children's play and deliberately get things wrong so children can correct them. Children with special educational needs are well supported and play plans are in place. The nursery uses the home language of children for whom English is an additional language. Behaviour is well managed. Observations of children are shared with parents and help staff be aware of each child's stage of development. Plans do not identify ways to offer sufficient challenge for the more able child and there are limited opportunities for children to be freely creative. Many activities are adult-directed.

Leadership and management is generally good. Planning meetings ensure all staff share ideas and plan activities. The staff rightly value their relationships with parents, the special sessions for gymnastics, dance, and swimming and the relaxed approach to the children. Evaluations of activities are discussed but not clearly recorded and did not identify the need to develop challenge for more able children and free art and craft. Staff attend training and bring back ideas to improve the education of the children. Appraisals identify training needs to further develop staff skills.

Partnership with parents is very good. They learn about the early learning goals when meeting with key workers in parents evenings. They share information about their children at initial visits and on a daily basis afterwards. Parents say staff always have time to talk. Parents have access at any time to observations of the children and progress files. Some borrow them to read at home and add their own comments. Some parents offer special skills such as teaching language or dance. More able children take simple words home to sound out phonically with parents.

### What is being done well?

- Children are confident and eager to learn. They behave well and join in the routines of the nursery.
- Children count well, compare numbers and calculate one more and one less.
- Children enjoy well resourced and interesting topics about different countries, animals and birds, and how other people live.
- Children enjoy physical play everyday, walking in the park, and joining in with gymnastics, swimming and dance.
- Parents enjoy very good communications with staff and have opportunities to see children's development records at any time.

- Some parents bring their own skills into the nursery to help children learn, teaching Spanish and bringing in interesting animals and musical instruments.

**What needs to be improved?**

- the planning for the children to consider ways to extend the learning for the more able children and review the balance between adult directed activities and children's free play, especially in art and craft.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children come in confidently and are keen to join in group time. They are proud of their work and express their wishes well. They develop trusting relationships with adults and friendships with other children. They are well behaved and respond swiftly to the signal for attention. They choose some play activities, pour their own drinks and put their own shoes on. They enjoy interesting and attractive displays of how people and animals live in other countries.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk well to each other and to organise their play. They describe what they see and smell, 'it's like snow', 'it smells like polish'. They are beginning to link sounds to letters and many identify the initial letter in their name. They use factual books for reference. Children develop pencil control in stencil work and some children can write their own name. They have access to a limited range of story books. They are not encouraged to write their name on their work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count everyday, often comparing numbers of girls and boys. They learn to calculate one more and one less. They identify large, medium and small and add and take away to make scales balance. They enjoy jigsaws, matching shapes and colour. They use pre-cut jigsaw shapes to make realistic figures of animals on display.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy topics about other countries, animals and how people live. They explore materials such as ice cubes in water, the effect of salt on ice, and changes in ingredients in cooking. They build with natural wood logs, Lego and stickle bricks. They use walkie-talkies in role play. Children learn about changes over time through life cycles, the changing seasons, days and months in the year on the calendar. They learn about where they live, visiting the Tithe Barn and Farleigh Castle.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy daily walks in the local park as well as weekly visits to a gymnastic school. In summer they use outdoor equipment such as a slide and bikes. Children negotiate the stairs and the play space safely. They allow room for newly arrived children to sit in group time. They learn about hygiene when cooking. They use tools with growing skill, from pencils and paintbrushes to toy boxes and parachutes.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children explore clay, feathers, mixing paint, painting with sponges and using glue in their art work. They enjoy music, moving like penguins and seals, and sing with enthusiasm. They enjoy playing musical instruments. They are imaginative in role play making birthday cakes from bricks and sticks. They react with smiles and intakes of breath to new experiences. They have limited opportunities for free creative art and craft.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve the planning for the children; consider ways to extend the learning for the more able children and review the balance between adult directed activities and children's free play, especially in art and craft.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*