



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226996

DfES Number: 595055

### INSPECTION DETAILS

Inspection Date	16/02/2004
Inspector Name	Alexandra Brouder

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Westleigh Nursery Ltd.
Setting Address	10 Westleigh Road Leicester Leicestershire LE3 0HH

### REGISTERED PROVIDER DETAILS

Name	Westleigh Nursery Ltd 03764263
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### ORGANISATION DETAILS

Name	Westleigh Nursery Ltd
Address	10 Westleigh Road Leicester Leicestershire LE3 0HH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Westleigh Day Nursery first opened in 1999 and operates from a large three storey property in the Narborough/Fosse Road area of Leicester City. It is registered for a maximum of 55 children under eight years old. It serves the local community and surrounding areas.

There are currently 43 children on roll including ten funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions and the setting currently supports children with special needs and who speak English as an additional language. The group opens five days a week through out the year, only closing for a week at Christmas and for bank holidays.

There are a total of nine staff working with the children, seven of whom hold appropriate early years qualifications equivalent to NVQ level 3 in childcare, two other staff are working towards this level. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and also from an area Special Educational Needs Co-ordinator. The group are validated through the National day Nurseries Association Quality Counts assurance scheme.

### How good is the Day Care?

Westleigh Day Nursery provides good quality care overall for children. Staff have a good understanding of the National Standards and supporting criteria and generally interpret them well. They work effectively in all areas of the nursery to provide a warm, caring environment for children where a wide range of furniture, equipment, toys and play materials promote children's learning and development well. All documentation is in place to support the effective running of the group.

Children are well cared for by staff who understand their responsibilities in all areas of health and safety and generally take appropriate steps to ensure guidelines and procedures are followed. Children are recognised as individuals and differing needs are met well. Staff have a good understanding of local child protection legislation.

Staff plan and provide activities to suit the children's ages and stages of development. They talk to children about the activity they are doing and encourage them to express themselves in their play. They ensure that the individual needs of children are planned for, and in the main this works well. Children are offered a range of interesting toys and activities to encourage them to develop to their full potential, and to encourage their own independence. Staff have high expectations for children's behaviour and through this children learn to be confident and, in the main behave well.

Positive relationships with parents are fostered to provide consistent care for children and effective recording systems for most age groups are in place to ensure parental views are acknowledged and respected. Parents receive good information about the setting with a clearly written and informative prospectus and staff are available to discuss issues on a daily basis.

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

There were no actions made at the last inspection.

#### **What is being done well?**

- Good systems and routines ensure all areas accessed by children are clean and well maintained.
- A warm and welcoming environment is provided ensuring that children are able to access all areas freely and with confidence.
- A good range of interesting and well-presented activities helps children develop their thinking, imagination and relationships. Staff spend time talking and listening to children, helping them express their feelings and emotions in all age groups.
- Good systems for sharing information with parents are in place. Initial information is used to ensure their wishes for the care of children are recorded and respected. Information relating to the setting is made easily accessible to parents which ensures their knowledge and awareness of policies and procedures.

#### **What needs to be improved?**

- staff's understanding of the importance of children's personal hygiene in relation to hand washing
- children's regular access to a range of appropriate resources that reflect positive images of ethnicity and disability
- the methods used to manage behaviour effectively for all age groups.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
7	Ensure that all staff are active in promoting children's hygiene, in relation to hand washing, at all times.
9	Continue to develop opportunities for children to have an awareness of other cultures and lifestyles through the resources that they access.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

### How effective is the nursery education?

Westleigh Nursery provides generally good care overall for children. The quality of teaching is generally good. Staff are beginning to develop their knowledge and understanding of the six areas of learning, but are not yet fully secure in this. They plan a wide range of interesting activities to ensure that all areas of learning are incorporated. However, staff are not using the stepping stones effectively to ensure that children are attaining to their level and ability, or to ensure that children are enabled to move onto the next stage of development. Assessments are used but do not yet link to how the child is learning through the stepping stones or inform future plans. The staff work well together and have supported children who have Special Educational Needs and for whom English is an additional language. Staff management of children's behaviour is generally good, however, there are times that staff do not deal with children effectively and this can have a negative impact others in the group.

Leadership and management of the setting is generally good. There are clear roles set out for all. Management support staff well in their development within the nursery, and have regular team meetings and yearly appraisals to ensure that all needs are met. They assess their own strengths and weaknesses by means of on-going assessments, and ask staff to identify areas that they feel need to be addressed. The management team work with the staff that support the funded children. However, as yet they are not ensuring that the nursery education is evaluated effectively.

Partnership with parents and carers is very good. Parents receive a good range of information about the group. They have the opportunity to speak to staff daily, and reports are written on a regular basis to keep parents informed of their child's progress. They have opportunities to share what they know about their child and there is a reading scheme in place that parents are asked to support.

### What is being done well?

- Leadership and management systems provide a good quality provision. The staff work together well as a team and create a happy, learning environment.
- Staff develop secure relationships with children helping them feel confident in their approaches to each other and in their play
- Staff encourage children to develop their vocabulary and express their ideas in words through talking and listening to them during their play activities.
- Partnership with parents and carers is good. Staff ensure that relevant records are kept of the children and that these are shared on a regular basis with all parents, who are then asked to share what they know about their

child
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<b>What needs to be improved?</b>
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| <ul style="list-style-type: none"><li>● Opportunities for children to access and explore a range of information and communication technology in order to build and extend on what they already know.</li><li>● The evaluation of activities, to help staff identify the next steps in children's learning and use these with the assessment of children's development to inform future plans.</li><li>● The opportunities for children to climb and use apparatus to increase their large muscle skills and all round abilities.</li><li>● Staff's knowledge and understanding of the stepping stones towards the six areas of learning.</li></ul> |
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<b>What has improved since the last inspection?</b>
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<p>The group were asked to continue to develop the information for parents and carers, particularly with regard to the educational curriculum, and to provide opportunities for them to contribute to their child's assessments and develop ways to share observations of their child's learning at home. They now have systems in place to enable parents to understand the curriculum that their child is learning and written information is supplied as well as verbal confirmation from staff. Parents have opportunities to comment on the reports that go out at the end of each topic to enable them to identify areas they feel need to be addressed within their child's learning. A reading scheme is in place to help more able children progress in their learning. Parents are asked to share what they know about their children, however it is not yet evident how this is being used to inform the curriculum planning. Staff were also asked to provide four-year-olds with more opportunities to use and increase their skills on the climbing apparatus. There are opportunities for children to use the climbing frame, but there are few other opportunities for children to increase their abilities other than routine use of stairs.</p>
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, interested and excited to learn new activities. They form good relationships with adults and peers and are willing to share and take turns as needed. They are able to persist in activities for extended periods of time, and concentrate and sit quietly when appropriate. Generally children meet the high expectations for behaviour and most respond well to the boundaries set. They have limited opportunities to develop their personal independence during routine activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children communicate confidently and take turns in conversations. They use language for a wide range of purposes such as stories, rhymes, and to express what they are doing and how they feel. They are beginning to understand the meaning of the written word, and their early mark-making skills are good, however, there are not always opportunities for more able children to build on what they already know. Children recognise the initial letters and sounds in their names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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The children show excitement in practical activities, such as measuring, and display some interest in numbers and counting. More able children are beginning to solve simple problems, compare different numbers of objects, and learn about simple subtraction whilst acting out number rhymes. They have developed their knowledge of different shapes, through planned adult led activities and mathematical equipment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The children have a good awareness of the natural world around them and of the changing seasons. They are beginning to differentiate between past and present in the activities they access. Their awareness of their own families, their cultures and the beliefs of others is also developing, but there is limited free access to an assortment of resources reflecting other cultures and lifestyles. Children have access to technology equipment, but are not able to explore and investigate freely.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently and safely, and show an awareness of space and others. They are developing small muscle skills through the use of tools such as scissors and glue sticks. Children enjoy outside play and equipment has been selected to increase the level of challenge to enable them to build on existing skills. However, there are limited opportunities for children to regularly use climbing apparatus. Children are beginning to develop their understanding of the importance of being healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to explore colour, texture and shape through a variety of adult led activities. They initiate role-play and utilise equipment well, enabling them to express and communicate their ideas. Children are able to sing songs from memory. They listen to a variety of music styles and match movements to these. They can identify colours and enjoy working in three dimensions using junk for making models. They have limited free access to materials and tools to design creatively.

**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**

- Ensure that children have greater opportunities to explore a range of technology in order to build on what they already know.
- Develop the evaluation of activities to gain awareness of individual children's achievements and ensure that this information is used along with the assessment of children's capabilities to inform future plans.
- Continue to develop the staff's knowledge and understanding of the stepping stones towards the six areas of learning and use this knowledge when planning the curriculum to ensure children are able to build on what they already know and make progress.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*