



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133105

DfES Number: 520497

### INSPECTION DETAILS

Inspection Date 17/08/2004  
Inspector Name Doreen Forsyth

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Westwood Nursery  
Setting Address The Avenue  
Claverton Down  
Bath  
Avon  
BA2 7AY

### REGISTERED PROVIDER DETAILS

Name University of Bath

### ORGANISATION DETAILS

Name University of Bath  
Address The Avenue  
Claverton Down  
Bath  
Avon  
BA2 7AY

## 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

Westwood Nursery opened in 1970. It operates from a purpose-built centre at Bath University, Claverton Down, Bath. The nursery serves both the campus and the local area.

There are currently sixty children on roll. This includes thirteen funded three-year-olds and twelve funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The nursery opens from 08.30 until 18.00 five days a week, and operates for 48 weeks of the year.

Fifteen full or part-time staff work with the children, almost all of whom have relevant early years qualifications. The setting is a member of the National Day Nursery Association and receives support from the local early years partnership.

### How good is the Day Care?

Westwood Nursery provides satisfactory care for children. Staff are well qualified, they are encouraged to train and develop and the nursery provides training and supports staff development. The newly appointed manager has implemented a range of good policies and procedures that ensure the nursery is well organised. The nursery is bright, attractive, is kept clean and well maintained. There is a very well planned, secure garden for children's use, but it is not always used to its full potential. The setting has a good range of resources, however, they are not easily accessible to the children. In the babies and toddlers room there is a lack of 'home style' furniture for children to be bottle fed comfortably or to encourage their physical development.

Staff are aware of health and safety issues, they are very vigilant about keeping children safe. Staff have first aid training and use correct procedures when administering medication or recording accidents. The nursery offers older children

balanced nutritious meals and records any special dietary needs well. Parents provide food for babies. Children are not encouraged enough to have drinks whilst at the setting. Staff know the children well and recognise their individual and special needs. There are good displays in the nursery that celebrate a diverse culture and promote equal opportunities. Staff have been trained in child protection issues and are able to deal effectively with any concerns.

The staff plan a range of activities throughout the nursery that help children to develop appropriately. Staff interact well with the children, they talk to them, ask them questions and are interested in what they do. Staff encourage children to behave well using a range of appropriate strategies that are age appropriate.

The nursery works in partnership with parents. They are kept well informed about the provision offered and have opportunities to discuss their children's care and progress.

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

not applicable.

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

- The manager has introduced a range of policies and procedures that ensure children are well cared for and the nursery is well organised.
- The setting has a good partnership with parents. They receive regular newsletters that keep them well informed. There is an informative prospectus and parents receive a copy of all the nursery policies. Staff provide appointments for parents to meet with keyworkers and regularly exchange information on an informal basis.
- The setting has a safe well planned garden. It is very well equipped with a good range of resources that encourage children's physical development. There are plants and flowers growing that the children can help tend, and areas that provide shade on sunny days.
- The children are encouraged to behave well. Staff understand that behaviour management should be appropriate to the children's age and stage of development. There is a suitable behaviour policy in place which is shared with parents.

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

- the provision of regular drinks
- the provision of suitable furniture in the babies room
- the children's access to the resources
- the use of the garden.

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure the outside areas are fully used for children's play and activities.
5	Ensure that sufficient home style furniture is available to meet the need of babies and toddlers.
5	Ensure that all the available resources are fully used and are easily accessible to all children.
8	Ensure children have access to regular drinks.

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

### How effective is the nursery education?

At Westwood Nursery the provision for early years education is acceptable and of good quality. Children are making generally good progress towards the early learning goals. Progress in mathematical development is very good.

Teaching is generally good. Staff have generally good knowledge of the early learning goals and plan a programme of interesting activities. Plans are well linked to the stepping stones of the foundation stage. Staff give children good individual help and question effectively, extending children's language well. However they do not provide sufficient challenge for older or more able children in some curriculum areas, such as writing. Staff tend to evaluate activities rather than what the children have learned and observations and assessments are not used for future plans. There are different records for the nursery room and the pre-school room and this leads to inconsistency of approach. Individual plans are not written for children with English as an additional language. Behaviour management is good and children very well behaved and friendly.

Leadership and management are generally good. The new manager has correctly identified strengths and weaknesses and with her previous experience is able to develop the group further. She has introduced new procedures and is reviewing all current practice in order to improve the nursery. Staff are willing to attend courses.

Partnership with parents is very good. Parents feel well informed about their children's learning and can make appointments to talk privately with key workers. They are given good curriculum information. Parents are able to see records and discuss these with the staff. There are opportunities for them to be involved with the learning and to learn about the curriculum from the staff.

### What is being done well?

- The behaviour and friendliness of the children and the way that staff manage behaviour, gently explaining to children about caring and sharing.
- Children's mathematical development is very good, staff teach mathematics in a fun way with learning coming from games, songs and lots of discussion.
- The interaction between staff and children is very good and children are very happy. Children are confident to talk in a group and to visitors.
- The programme to foster understanding of other cultures is very good, many visitors and parents are invited in to the group to enhance the programme.
- The way that children are able to draw, paint and explore colour. Their paintings are of a high standard.

**What needs to be improved?**

- the staff's observations of what children have learnt and how these are used to assist with planning for the children's progress
- the staff's planning of individual programmes for children who have English as an additional language
- the liaison between the two rooms particularly with regard to children's records
- the challenges for the older or more able children, especially with regard to opportunities for developing independence and writing
- the use of the excellent outdoor area as an extension of the classroom, planning for this area as a learning resource rather than using it only for outdoor play.

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

At the last inspection staff were asked to:

Evaluate the success of the planned activities in terms of what children have actually learned from their experiences and use this information for future reference.

They have evaluated activities but not what children have learned and this knowledge is not then used for future planning. Therefore progress since the last inspection has been limited.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are enthusiastic, confident and happy and show good concentration skills. Relationships between them and their carers are very good, this shows in the relaxed atmosphere within the rooms. There is a good programme for the fostering of understanding of other cultures and children enjoy visits from parents who talk about their different celebrations. However, children's independence skills are not as well developed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with one another, with staff and with visitors. They show confidence and their language is extended well by the staff who question them effectively. They have opportunities to link sounds and letters at circle time but opportunities to practise writing their names and form letters correctly are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to count and are confident as they do so. They enjoy many songs and games which teach them understanding of simple mathematical operations such as addition and subtraction. Good use is made of everyday objects, such as buttons, for children to sort and count and simple problems are tackled when staff ask good questions about which bricks could be used to build a ramp. Mathematics is fun for the children and a strength of the group.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children do have opportunities to investigate throughout the year as shown in planning and they learn about minibeasts and enjoy planting bulbs and other plants. They enjoy walks around the campus and visits from outside visitors such as the RSPCA. The excellent outdoor area was not seen in use for this area of the curriculum and does not feature in the plans. The children have a computer in the room but this was not seen in use throughout the day.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to climb, run jump and balance in the excellent outdoor area. They show good control on the wheeled toys and a good awareness of space and others around them. They are aware of health matters, for example, learning about cleaning their teeth. They build constructional toys well and use paintbrushes particularly well in their art work. There were no planned activities seen in the outside area and staff interaction outside is not as good as inside the building.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have good opportunities to explore colour and produce some good art work. They sing a variety of songs and enjoy dancing to their 'sticky kids' tapes. Role play is encouraged throughout the year but at present the area is uninviting and was not seen in use. Plans show opportunities to explore sound but there were no instruments available for children to use on the day of inspection.

**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**

- make better use of record keeping across both rooms, by making sure that observation and assessment is used to help plan for children's progress, including individual plans for those with English as an additional language
- improve the challenges for older or more able children, especially in the areas of writing and encouraging their independent skills
- plan to use the excellent outdoor area as an extension of the learning area, not just as an area for outdoor play.

*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.*