



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 142879

DfES Number: 512176

### INSPECTION DETAILS

Inspection Date 03/06/2003  
Inspector Name Susan June Stone

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Westhill Nursery  
Setting Address West Hill  
Wincanton  
Somerset  
BA9 9BX

### REGISTERED PROVIDER DETAILS

Name The Committee of U/A

### ORGANISATION DETAILS

Name U/A  
Address u/a  
u/a

## 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

Westhill Nursery operates from a converted classroom, within the grounds of King Arthur's Community School, on the outskirts of the town of Wincanton. The nursery has a kitchen area within the room, and access to toilet facilities, and a fully enclosed outdoor play area.

This parent committee run group are registered to provide 24 places for children aged between two and five years. There are currently 58 children on roll. This includes 20 funded three year old children and 11 funded four year olds. None of the children who attend have special needs or English as an additional language.

The group open five days a week during school term times. Sessions last from 09.15 to 11.45. Monday to Friday, and 12.30 to 15.00 Monday, Thursday and Friday. Afternoon sessions are offered for the younger children on Tuesdays and Wednesdays from 13.15 to 14.45.

Five members of staff work with the children, most of whom have Early Years qualifications including Diploma in Pre-school Practice, and NNEB. The setting maintains positive links with the local schools, and the Early Years Partnership.

### How good is the Day Care?

Westhill Nursery offers good quality care for children aged two to five years.

Staff are well qualified and experienced and have a good understanding of the development needs of the children in their care. They are consistent in their approach and work well together as a team.

Staff make very good use of available resources and create an environment that is warm, welcoming and child orientated. Children are offered a variety of activities that are stimulating and enjoyable, helping them to learn and develop through their play.

Children are developing good relationships with staff and peers. They are given ample opportunities to develop their social skills and personal independence. This is

apparent at snack time for example, when children are confident to pour their own drinks and converse with key workers and peers. Children are also happy to make their own choices within their play.

Staff give high priority to ensuring that children are safe within the setting. Daily routines and practice demonstrate a good understanding of health and safety. Staff are vigilant to children's safety at all times. Staff are consistent in their management of behaviour. Children are well behaved and know what is expected of them. They respond well to the positive guidance and praise from staff.

Relationships between staff and parents are very good. The group is supported by a strong committee of parents. There is a detailed prospectus available to parents. Policies and procedures are also available to parents, however a small amount of information needs to be added to some policies. Parents are encouraged to become involved in their children's learning. Staff are happy to talk with parents each day about their child's progress, parents are also invited to attend parent evenings. Parents are also kept up to date with the groups progress through regular newsletters and information on the notice board.

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

At the last inspection the group were asked to a) ensure a full staff recruitment procedure was in place, b) ensure children's attendance was recorded on arrival, c) review the groups organisational procedure to ensure effective overall operational plan in place, d) ensure fire exits were clearly displayed, and e) extend registration form to offer opportunity for parent to record all children's needs.

A recruitment procedure is now in place and was implemented when a new member of staff was employed at the group. Children's attendance is now recorded as they arrive. An operational folder has been put together and is available to parents. Fire exit signs are now clearly displayed and new registration forms have been created to allow parents to record all their child's needs.

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

- Staff are well qualified and experienced and work well together as a team.
- Children are given ample opportunities to develop their social skills and personal independence. They are developing good relationships with staff and peers. Staff know the children well.
- Staff make very good use of space and resources to create a stimulating environment for the children to learn and develop through their play. The good range of equipment is used well to provide a variety of learning experiences.
- Partnership with parents is very good. Parents are well informed about their child's progress and are encouraged to be involved in their learning. Staff are always happy to talk with parents each day.
- Daily routines and practice demonstrate staff have a good understanding of

health and safety issues and potential risks to children within the setting. Staff are vigilant to children's safety.

- Staff are clear and consistent in their expectations for behaviour and management of behaviour. Children respond well to the positive guidance and praise.

**An aspect of outstanding practice:**

The practical experiences offered to children to extend their learning. This was especially apparent through topic work on 'Mini Beasts'. Children were able to observe the real life cycle of a butterfly. Watching caterpillars grow through to butterflies, setting them free into the wild when they hatched. Children were interested and enthusiastic to watch the development process.

**What needs to be improved?**

- documentation with regard to the
- Complaints and Child Protection policies.

**Outcome of the inspection**

Good

**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
12	include OFSTED details in the complaints procedure.
13	include in child protection policy, procedures to follow with regard to an allegation of abuse made against a staff member or volunteer.

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

### How effective is the nursery education?

Westhill Nursery offers high quality provision which helps children make very good progress towards the early learning goals. Children are confident, well behaved and form very good relationships with staff and each other.

Teaching is very good. Staff relate very well to the children and each other, working as an effective team. They present as good role models, encouraging good behaviour. Staff know the children well through small key worker groups, and good communication with parents, children and each other. Good use is made of time, and the extensive range of resources, to provide a wide variety of stimulating learning experiences. Further consideration could be given to the opportunities provided for children to link sounds and letters, and to calculate.

Leadership and management is very good. Staff have a clear understanding of their roles and responsibilities. The committee are confident in the Supervisor and staff to manage the day to day running of the setting. The strong committee offers support through fundraising as well as encouraging and supporting staff in any training needs. There are positive links with local schools and the Early Years Partnership.

Partnership with parents is very good. Parents are provided with clear information about the setting, through a comprehensive prospectus, and notice board. They are kept well informed about their child's progress through daily exchange of information, and parents evenings. Each child's progress is collated and presented as a folder of examples of achievements, in connection with an assessment sheet. Parents form the supportive committee.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, co-operative and interested. Children are developing extremely good relationships, and are well behaved.
- Staff plan a range of interesting activities and experiences that promote children's development in all areas of learning, particularly Knowledge and Understanding of the World. Children are learning about themselves as part of a community, as well as the natural, and wider world they live in.
- Good communication, and partnership with parents helps support the children's learning.
- Staff's clear roles and responsibilities, in association with good communication, lead to effective team work

### What needs to be improved?

- There are no significant weakness noted. However, children's development in literacy, and maths could be enhanced through increased opportunity to link sounds and letters, and to calculate in everyday situations.

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

The nursery has made generally good progress since the last inspection.

Plans clearly link to the ELGs, identifying all six areas of learning. Children are making very good progress in all areas.

Children are provided with some planned activities to help them begin to recognise letters of the alphabet with the sounds, these could be enhanced through every day activities.

Staff are still in the process of developing an effective system of recording children's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They are confident and have very good relationships with staff and each other. They are willing to speak in a group and ask questions. Children are motivated to learn and show interest in their activities. Children are well behaved and co-operative, they work well in groups and help willingly with activities such as tidying up. They are learning about themselves as part of a community through topics such as 'Wincanton' and 'All about Me'.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress. Their language for communication is developing well, while learning new vocabulary through staff input. They are confident in conversation and role play, using language to negotiate and make their needs known. Children are learning to recognise and write their names, some children can name their own work independently. They enjoy stories, joining in and predicting when appropriate.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They confidently count in familiar contexts such as children present at register time, how many cups needed at snack time. Children have opportunity to see written numerals in many familiar situations such as clocks, phones, cash tills and daily calendar, as well as in books and games. Children learn shape and comparative language through many activities like cooking, craft, computer and construction, and games.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress. They are developing a very good sense of time and place through planned topics such as All about Me, Wincanton, and All around the World. Staff provide many interesting opportunities for children to learn about the natural world around them, including the Butterfly Life Cycle. They explore using their senses in activities like blowing bubbles, feely bag, and floating and sinking. Children are becoming increasingly competent in computer skills.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They move around with confidence and co-ordination, demonstrating an awareness of others. Staff provide opportunities for children to gain confidence in using large and small scale equipment, such as regular use of the outside area and climbing frame. There is a range of equipment and toys to encourage children to construct, create and explore, which is well organised and accessible.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress. They demonstrate good imaginative skills particularly in role play, often acting out experiences learnt at nursery, such as the visit from the fire engine, or real life situations like a meal time in the home corner. Opportunities are provided for children to express themselves in various forms such as art, craft, dough, music and construction.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- opportunities for children to link sounds and letters
- opportunities for children to calculate in everyday situations

*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.*