

# Westchester House Nursery School

Inspection report for early years provision

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**Unique reference number**

EY412832

**Inspection date**

24/01/2011

**Inspector**

Louise Bonney

**Setting address**

2 Anstey Road, FARNHAM, Surrey, GU9 9FH

**Telephone number**

01252 734111

**Email**

info@westchesterhouse.co.uk

**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Westchester House Nursery opened in September 2010 and is one of 20 nurseries operated by The Childcare Corporation. It is located in purpose-built premises near to main transport routes and the town centre of Farnham, Surrey. The nursery mainly serves the local area. The nursery comprises eight playrooms at ground and first floor level with adjacent nappy changing and/or toilet facilities. There is a lift available. Children access secure areas for outdoor play.

The nursery is registered on the Early Years Register and provides free early years education for three and four-year-olds. There are currently 70 children from birth to five years on roll, who attend full and part-time. The nursery supports children who speak English as an additional language, and is able to support those who have learning difficulties and/or disabilities. The nursery opens from 7.00am to 7.00pm Monday to Friday all year round, except for bank holidays and a week at Christmas.

There are 12 staff working with the children. All staff are qualified at level 3 and above except one who is working towards a level 3 qualification, and two are continuing their professional development by working towards Early Years Professional Status, a level 6 qualification.

The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The experienced senior management team has quickly established a safe and welcoming nursery, where children's learning and welfare is overall effectively promoted. The good partnerships staff establish with parents and links with most others involved in supporting the children help ensure children's individual needs are identified and met. The management team has high aspirations and works closely with staff to drive forward development, so that the provision is continually improving. Children are safeguarded through thorough risk assessment and the implementation of policies and procedures, although children's attendance times are not always fully recorded. This breaches the welfare requirements.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of children's hours of attendance (Documentation)

07/02/2011

To further improve the early years provision the registered person should:

- improve support for children learning English as an additional language, for example by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'
- establish a regular two-way flow of information between providers, such as pre-schools.

## **The effectiveness of leadership and management of the early years provision**

Staff undergo rigorous recruitment procedures that ensure they are suitable to work with the children. They are well qualified and receive a thorough induction when joining the nursery and show understanding of the nursery's policies and procedures. The leadership team provide effective systems and documentation to promote and support children's welfare and learning. Most documentation is well maintained but occasionally records do not fully reflect children's attendance times. This breaches the welfare requirements. Children benefit from the premises having high levels of security. Staff and children regularly take part in fire drills and these are evaluated, which ensures the premises are evacuated quickly and safely. Staff thoroughly risk assess the children's environment and outings and reduce hazards. This safeguards the children. Nutritious meals are prepared on the premises which include some organic ingredients and food is locally sourced. This supports sustainability. Staff ensure children's medical and dietary needs are fully met and all staff have received training for administering medication for more severe allergies. This provides good support for children's health.

The leadership team promotes ambitious aims through their enthusiastic and knowledgeable approach. They drive forward continual improvement and development through thorough self-evaluation and the implementation of clear aims. For instance, a new snack counter allows toddlers to more independently select food, and staff receive on-going support and training as they become familiar with new planning and assessment systems. Future aims include cultivating a vegetable plot to promote children's interest in where their food comes from, a child development month when key carers and parents meet to discuss children's progress, and shared training opportunities for staff and parents. Staff have good opportunities to work co-operatively through regular team and management meetings.

The leadership team use resources effectively and sustainably. Staff have clearly defined roles that support key areas, such as health and safety, safeguarding and equal opportunities. Resources are of excellent quality and durable, and create a warm and welcoming environment that is very child friendly and accessible. The building and garden are purpose-built and designed to maximise the use of space, with downstairs rooms having direct access to the garden. The garden is colourful and has slopes and fixed equipment to stimulate children's play.

Staff and the nursery's policies reflect commitment to ensuring an inclusive environment. Staff plan activities and provide some resources that celebrate diversity. Children learn about France and the French language during playful activities with a visiting teacher. Staff seek information about children's home backgrounds and have good links with other agencies to ensure children's identified needs are fully supported. They observe and assess children's development, identify any possible concerns, liaise with parents and promptly take action to provide supportive activities that help children progress. However, they do not ensure children's own cultures and languages are reflected in resources, written signs or use of their home language, to further value their individuality and build upon their self-esteem.

Staff develop good partnerships with parents. Parents receive clear information about the nursery and children's activities, such as through the nursery's brochure and displayed activity plans. They know who their child's key carer is and complete forms that help them identify and meet children's individual needs, interests and routines. Staff greet parents warmly at handover and spend time exchanging information, such as about a child's health and medication to be administered. This helps them meet children's individual needs well. Written feedback received from parents shows a high level of satisfaction and issues raised have been addressed by the manager, such as the provision of more detailed information in children's day sheets.

Staff are beginning to establish partnerships with others in order to provide continuity in children's care and learning. They attend meetings and establish good links with other agencies involved with the children, which enable the nursery to provide meaningful support to families. The leadership team are trying various approaches to establish links with local schools. However, they have not yet approached other provision children attend, such as pre-schools, in order to share information and provide continuity.

## **The quality and standards of the early years provision and outcomes for children**

Staff use the Early Years Foundation Stage practice guidance to support planning and the assessment of children's progress. They seek information from parents about children's starting points and observe children as they play. They use their observations to identify children's next possible steps, and add these to their planning. This provides a responsive environment where staff continually and systematically build on children's prior learning and experience, and children therefore make good progress towards the early learning goals.

Children show good levels of independence. Sensitive settling-in procedures allow children to develop confidence before separating from their parents or carers. Toddlers select their own snacks from a specially purchased counter that displays food attractively and accessibly. Older children help lay the table for lunch, while staff encourage them to count and do simple calculations. All children have easy

access to a wide range of good quality and interesting resources and develop confidence as they make their own choices about their activities. Children behave well and respond to the praise and encouragement they receive from staff. Older children know the rules and remonstrate when another takes something they are using, which is then quickly returned, showing an ability to resolve minor conflicts. Children co-operate as they help each other tidy away. They show persistence and the ability to solve problems as staff set them the task of putting cards back into their packet. Children participate well during adult-initiated activities. At group time older children listen carefully as staff explain how a new piece of equipment is to be used to hang up the sounds they write or draw, while toddlers happily join in action rhymes led by a staff member.

Children have good opportunities for exploratory play. Babies explore treasure baskets containing household utensils or a box of snow. Toddlers freely paint with chunky brushes as they develop their creativity and dexterity or explore recycled bottles containing pasta or coloured liquid. Staff model creative thinking and support older children's imaginative ideas by providing recycled boxes for them to develop a diorama for the wild animals. Children explore shapes as they roll hoops outside, and often count and use mathematical language as they play. Children develop understanding of the world as they grow cress seeds or watch the pet snails. They develop awareness of their community as they visit local stores and learn about other cultures and festivals through planned activities, although their own cultures and languages are not yet reflected sufficiently. Children with English as an additional language receive individual support and take part in small group activities that help their language development, such as looking at picture cards and describing them with a staff member.

Children enjoy the interaction of staff, who often ask open questions that require children to think before responding. Staff use children's interests well to promote learning. They develop children's listening skills in the garden, and then progress this into making links between sounds and letters. All children have many opportunities to make marks, such as with paint or sand. Staff model writing skills as older children sit with them while they update their achievement records. This encourages children to reflect on their latest learning, and even those reluctant to write start trying to copy letters and ask about the sounds they make. Children are enthusiastic about listening to stories and choose their favourite books for staff to read, joining in as they anticipate what happens next or chant a repeating rhyme in the story. Staff introduce phonic activities that take into account speech therapists' reports, which helps promote children's individual learning aims during group activities. Babies discover links as they play with toys that make sounds when buttons are pushed, while older children use the computer freely and show control as they move the mouse and complete activities.

Children develop their physical skills and awareness of risk well. In the garden they show control as they roly-poly slowly down the slope or jump from one level to another. They develop new skills as staff help them learn how to use the pot-stilts or roll hoops. Babies use solid furniture to pull themselves up on and push along baby walkers as they become more mobile, while staff are ready to provide support if necessary. This helps children learn how to identify and minimise appropriate risks. Children show they feel safe and secure as they enjoy a cuddle

from caring staff, or confidently approach staff and talk about their siblings. They look at displays of their own work and photographs and find their labelled peg to hang their coat on. Babies have their home routines continued, such as around sleep times. This promotes children's sense of belonging.

Children have daily opportunities to play outside in the fresh air. They follow good hygiene routines and staff remind toddlers how to wash their hands and the reason why they should. Children learn to care for their environment as they help to clear up spills, such as sweeping up sand with a dustpan and brush. They show enthusiasm at mealtimes and staff take care to ensure allergies and preferences are appropriately catered for. Babies enjoy feeding themselves or are fed by staff who maintain eye contact and respond to their sounds and gestures. This promotes children's good health and their awareness of healthy life-styles.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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