

Westwood Day Nursery

Inspection report for early years provision

Unique reference number EY290857
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Inspector Tracey Boland

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Westwood day Nursery opened in 2004. The setting is privately owned and managed and is one in a chain of nurseries in the Childbase group. It operates from a purpose built building close to Warwick University. Children have access to an enclosed outdoor play area. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 84 children on roll, all of whom are within the early year's age range. The nursery opens five days a week all year round and is open from 7.30am until 6.30pm. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access to the setting.

The setting employs 20 childcare staff. Of these, over half hold appropriate early years qualifications to NVQ Level 2 or 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well. They benefit from an inclusive environment where staffs excellent knowledge of each child's needs enables them to effectively plan a wide range of stimulating, exciting and challenging activities. This results in children making consistently excellent progress towards the early learning goals. Robust systems for monitoring the effectiveness of the provision enable management and staff to continually plan and provide a high quality service for children. Children's safety is of paramount importance and staff are vigilant at all times to ensure children's welfare is maintained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- plan activities based on first-hand experiences that encourage children's further understanding of numeracy and monetary value.

The effectiveness of leadership and management of the early years provision

Extremely effective leadership and management within the nursery impacts greatly on the staff team who, as a result, are confident, skilled and enthusiastic. They demonstrate an excellent understanding of the Early Years Foundation Stage and implement it consistently throughout the nursery. Their excellent knowledge of safeguarding practices ensures they protect children from harm and robust recruitment and selection procedures ensure all staff working with children are suitable to do so. Staff members' understanding of Local Safeguarding Children Board procedures ensures steps are taken to ensure children are protected from harm or abuse and they keep their knowledge up to date through on-going training and development. All visitors to the setting are asked for appropriate identification, their presence is recorded and they are supervised at all times. Risk assessments are comprehensive and daily routines that support children's safety and well-being are excellent. All aspects of the setting are scrutinised thoroughly in order to identify and address any potential hazards. All required documentation is in place and supports children's health, safety and well-being. Registers of attendance confirm that children consistently benefit from good adult/child ratios. Records of any accidents or incidents involving children are clear and informative and policies and procedures provide excellent guidance to staff and concise information for parents.

There is a strong culture of reflective practice within the setting and all staff are actively involved in monitoring the effectiveness of the provision. Self-evaluation is extremely good and is well focused on identifying improvements that will maintain high quality outcomes for children in all areas. Staff and parents are actively involved in the setting's evaluation and children's views are sought also. Staff use discussions with children, verbal and written feedback from parents, and their own staff meetings and appraisals to ensure plans for the future take account of their views. Senior management periodically spend time at the setting observing practice and interaction and compiling action plans that continually enhance the care and education provided.

Partnerships with parents, carers and others involved in supporting the needs of individual children are excellent. Extremely effective information sharing ensures staff have a thorough understanding of each child's individual needs. Daily feedback provides parents and carers with information about children's achievements and parents' views and ideas are actively sought through the use of white boards. Staff involve them in their children's learning by suggesting simple activities they can do at home with their children, such as, cooking and growing and planting seeds and bulbs. Staff have very good experience of working with other professionals to support specific learning and development needs. There is a strong relationship with the local early year's department and other professionals, such as, speech and language professionals, physiotherapists and the Area Special Needs Coordinator are welcomed into the setting to ensure the individual needs of children are consistently met. Staff are proactive in approaching these to share relevant information that supports children's individual learning and development.

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

Children's welfare, learning and development is effectively supported as they consistently progress towards the early learning goals. Staff make excellent use of their observations of children to plan activities that support their individual development. Children's interests are identified and staff ensure that resources are well organised to support these. Children demonstrate high levels of confidence when using ICT and programmable toys, for example, when engaged in games on the interactive white board, matching shapes, identifying numbers, colours and shapes. Staff are mindful of the importance of further developing children's skills for the future, such as, learning about money and its value through role play and during trips to the shops. Children understand the importance of sharing and taking turns and their behaviour is exemplary. They demonstrate an extremely good understanding of the 'golden values' that are in place within the nursery and which are based on safety and respect for one another. Staff are excellent role models and consistently praise children for their achievements, therefore supporting their developing self-esteem and personal confidence.

Children's enjoyment of the outdoor learning environment is enhanced through their involvement in developing the play space available to them. They learn to care for living things through making bird feeders and observing the birds using them. They are actively involved in planting a variety of vegetables and fruit in the vegetable plots and watering, feeding and monitoring their growth. From here they develop their understanding of mathematical concepts by measuring and comparing the foods as they grow before picking them to make foods to eat at nursery, such as soups. Children's understanding of healthy eating is continually enhanced as they eat a 'rainbow of colours' each week from the extensive menu that is provided. Children understand the importance of physical exercise and staff promote a physical programme which encourages their understanding of the need to warm up before exercise and cool down afterwards. Children identify the changes to their bodies before, during and after exercise and understand the importance of drinking to stay hydrated.

Children are supported very well as they learn the importance of personal hygiene and develop independence in managing their own needs. The individual routines of babies, with regards to personal care, are sensitively met throughout the day and their ever-changing needs respected. As they progress, children's independence skills are nurtured and they learn the importance of washing their hands at specific times during the day, for example, washing their hands after playing outdoors, before lunch and after using the bathroom. Staff support the younger children in gaining these skills.

Processes of monitoring children's progress in learning are extremely effective in recognising their individual achievements and identifying the next steps in each child's learning. Children are eager and enthusiastic learners and are very confident communicators. They are keen to share their thoughts and ideas with staff who are responsive to their interests, adapting activities accordingly. Children's creativity is continually encouraged and all children express themselves

through a wide variety of activities. Babies enjoy tactile experiences including body painting using a variety of paints on paper, making marks with the paints using their hands, feet and tummies to express themselves. Toddlers begin to gain control using various sized brushes and older children paint with a purpose creating observational drawings of themselves with arms, legs and facial features. Art work adorns the walls giving children a sense of pride and achievement and encouraging them to share their creations with their parents when they come to collect them.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met