

Westleigh Nursery

Inspection report for early years provision

Unique reference number	226996
Inspection date	18/02/2011
Inspector	Patricia King
Setting address	10 Westleigh Road, Leicester, Leicestershire, LE3 0HH
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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

Westleigh Day Nursery opened in 1999. It is situated in the West End district of Leicester and serves the local and wider area. The nursery is a converted three storey building and all children share access to a secure outside play area.

The setting is open Monday to Friday from 8.00 am to 6.00 p.m. each day. It is open 51 weeks of the year, closing only for public holidays and one week at Christmas. Children attend a variety of sessions. There are currently 57 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 9 members of staff working with the children, all of whom hold an appropriate early years qualification. The setting receives support from the local authority and has links with local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy, settled and confident because the staff take great care to establish all available information about them and their individual care, learning and development needs. Excellent partnerships between providers, parents and other agencies ensure that all individual needs are met, children are fully enabled to participate and they are effectively safeguarded. The environment and daily routines are organised to provide innovative and challenging opportunities for children to make good progress in their learning and development in relation to their starting points and capabilities. Highly efficient systems to monitor and evaluate the setting's performance secure a genuine capacity to maintain development.

What steps need to be taken to improve provision further?

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

- extending opportunities for children to engage with and explore the community outside the setting.

The effectiveness of leadership and management of the early years provision

The provider is experienced, well qualified and an inspiring role model. She leads a team of knowledgeable, enthusiastic staff who are committed to a common aim of promoting children's welfare and ensuring they maximise every opportunity to support children's learning across all areas of the curriculum. Together they continually reflect and review their practice and the services provided, maintaining a consistent capacity for future development. Robust recruitment, vetting,

induction and appraisal systems ensure that all adults working with children are well prepared and suitable for their work. This results in a cohesive, dedicated staff group committed to achieving excellent outcomes for the welfare and learning of all children attending the setting.

A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate sound understanding of these documents and how to use them effectively to safeguard children. Excellent communications with parents and the information given to them ensure that the parents have a clear understanding of the operational and regulatory responsibilities of the setting and the services provided to children and their families. In discussion and by feedback questionnaires, parents express their praise and appreciation of the setting and key persons. Their comments show that they feel totally included and involved in every aspect of their child's care, development and learning. Every effort is made to work with all agencies involved in the children's care and welfare, and positive partnerships are established to enable every child to fully participate and benefit from their time at the setting.

Safety is of paramount importance in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. The provider has created a vibrant, exciting, challenging environment where children enjoy innovative opportunities to learn through their play and experiences. Consequently children are inspired to achieve well and make excellent progress.

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

Children enter this setting with anticipation and enthusiasm, eager to explore and take part in the extensive range of innovative and stimulating opportunities offered to them each day. Careful attention is paid to keeping up-to-date with details of children's interests and significant events in their lives. This information is used efficiently by key persons when planning for individual children to ensure that every child is offered targeted and relevant opportunities to extend their learning. Children unsettled by separation from their parent or main carer are soothed and comforted by caring staff until they are confident to take part in the activities and routines of the day. Staff nurture and encourage younger ones to extend their skills and learning at every opportunity. For example, some contents of the treasure baskets are changed daily to encourage little ones to explore new experiences whilst finding familiar and favourite items to comfort and reassure them. In this way, children become confident and interested in their learning. They develop a real sense of belonging and self-esteem which positively promotes their learning and development.

Children's health and welfare are effectively promoted because staff lead by excellent example to ensure children learn through daily routines and activities. For example, toddlers eagerly explain the importance of careful hand washing after using the toilet and before handling or eating food. Staff are excellent role models and children respond happily to reminders when their behaviour is sensitively

challenged. They show care and consideration for others, for example sharing and helping in group activities, and beam when their efforts and achievements are recognised and praised. Older children take great pride in taking on the responsibility and wearing the badge to denote that they are helper of the day.

The management and staff skilfully capture all opportunities to support children's learning and include parents in this aim. For example, parents are welcomed into the setting to talk about and demonstrate their work and pastimes. In this way children have learned about the role of a paramedic, learned about caring for and protecting owls and listened to music played on a flute. Individuality and diversity is recognised and celebrated as different spoken and sign languages are displayed and used in this setting. New and innovative ways to promote children's imagination and learning are embraced by staff. For example, older children benefit from the introduction of the Atelier project. This effectively extends their opportunities to experiment, explore and use all of their senses as they play with a range of different materials and resources.

Children are encouraged to explore. They learn about the natural world, how things grow and the world around them and have hands-on opportunities to plant and cultivate vegetable and fruit crops. They are learning to show concern and care for others as they develop friendships, help each other and raise funds for others less fortunate in their community and the wider world. However, there are limited opportunities for the children to explore the diverse community surrounding the setting. Robust systems are in place to observe, check, secure and record children's learning which means that planning is effectively informed to identify next steps. This setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. This means children develop positive and enthusiastic attitudes towards learning and make excellent progress according to their starting points and capabilities.

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

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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