

# Westfield Nursery

Inspection report for early years provision

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**Unique reference number** EY413626  
**Inspection date** 03/05/2011  
**Inspector** Hilary Tierney

**Setting address** 121 Leckhampton Road, CHELTENHAM, Gloucestershire,  
GL53 0DQ

**Telephone number** 01242245307

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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*.

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## Description of the setting

Westfields Day Nursery opened in 1990 and was recently registered in 2010 under new ownership and is one of four nurseries owned by them. It is situated in Leckhampton, on the outskirts of Cheltenham. The nursery operates from a large detached property and children have access to four playrooms and an enclosed garden. The provider is on the Early Years Register.

The group is registered to provide care for a maximum of 55 children in the early years age group, of whom, no more than 21 may be under two years at any one time. The nursery is open each weekday from 8.00am to 6.00pm, all year round, except for one week over Christmas and bank holidays. There are currently 101 children in the early years age group on roll, of these, 28 are under two years old and 39 are funded three-and four-year olds. Children attend from Cheltenham and surrounding areas. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 19 members of staff which include the manager and deputy. Of these, eight hold appropriate early years qualifications at level 3, two staff hold appropriate early years qualifications level 4, two staff are working towards achieving a level 4 in Childcare and Education and one has a degree in childhood studies. There is also a cook and five bank staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure environment where their safety and health is promoted to a high standard. Well organised routines help promote children's learning and development, however, lunchtime routines require some development. Resources are used highly effectively, are of high quality and together with the effective deployment of staff contribute to outcomes for children being good. There is an excellent partnership with parents and early years settings and detailed information is regularly shared between them. The new owners together with the manager and staff are extremely committed to drive improvement and ensure continuous development of the nursery. Self-evaluation and plans for the future are effective and well targeted.

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

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

- consider the organisation of routines, with particular attention to lunchtimes, so that younger children do not have to sit and wait and the older children's

independence is promoted.

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

Children are safeguarded extremely well. Robust procedures are in place and staff have a comprehensive awareness of safeguarding issues. Children are regularly reminded about keeping themselves safe through clear explanations from staff, for example, they are reminded how to carry scissors safely, and walk downstairs holding on to the hand rail. Detailed high quality risk assessments are carried out regularly, with daily ones carried out on the building and the garden areas before children start. Outings that children are taken on are risk assessed clearly and staffing ratios are good. There are very good recruitment, induction and appraisal systems in place which ensure all adults are suitable to work with children. New staff are very clear of the nursery policies and procedures and long standing staff are kept up-to-date with any changes in policies and as a consequence they are highly motivated and feel valued.

Resources are used highly effectively to help promote children's learning and development. They are balanced, easily accessible and reflect the diversity within the community. The children benefit from a good range of recently acquired resources that are made from natural resources and help to encourage children to learn about different textures. Staff understand and meet children's individual needs very well. Children's differences are acknowledged and celebrated; staff encourage children to learn about diversity by involving parents when celebrating festivals and cultures and by offering praise to children when they show kindness to others. Staff offer good support to children who have special educational needs and/or disabilities and any who have English as an additional language.

There is an excellent partnership with parents. They receive in-depth details about the child's day in the form of both verbal and written information. Parents share information with the key person on arrival and departure from the nursery. They receive regular newsletters and reports and have access to their children's learning journals. Parents evenings and the informative notice boards keep parents well informed. Parents speak highly of the staff and quality of care. They comment on the caring, approachable staff and feel the change of ownership has been positive. The partnership with other early years settings is excellent with detailed information shared between local settings that children attend and the other nurseries in the group. Strong links with the local schools ensure transition to school for children is good.

The self-evaluation process has been highly effective and reflects on practice and clearly identifies strengths and weaknesses and areas to improve and develop. Action plans for the future of the nursery are well targeted to benefit the children. The new owners are experienced in childcare and have a clear vision for the future of the nursery and together with the manager and staff have worked hard to improve the quality of the care provided. Although the new owners have several other nurseries, they are committed to ensure that each nursery remains individual and unique and they recognise the importance of staff's knowledge, experience

and contributions to the planning for the future of the setting.

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

Staff have a good knowledge and understanding regarding the Early Years Foundation Stage of learning, as a result they are able to complete detailed observations and assessments of children that target individual needs, interests and next steps. As a consequence of the detailed planning of activities children are progressing well in all areas of learning and development. Younger children have a safe, cosy environment where they are able to explore, and actively explore their surroundings with curiosity and interest. Relationships with the caring adults are good. Children are very happy, confident and comfortable in their surroundings. They have a sense of belonging and security within the building and have a good level of self-esteem and are building strong relationships with all adults.

Older children's behaviour is good and they show a good awareness of responsibility. They play well together and alone. They are able to organise their own activities when accessing the role play areas. Children are active, curious and inquisitive learners. They take part in a wide range of activities which help them explore and investigate. For example, children enjoy water play where they interact together to fill tubes with water using funnels, jugs and syringes. Several children take great delight in filling the syringes with water and pushing the plunger down on the bottom of the tray making the water shoot up into the room and across the floor. They squeal with delight as the member of staff and their friends nearby gets wet. The children thoroughly enjoy this activity as they develop their problem solving skills, language skills and social skills. The member of staff asks them excellent open-questions during this time helping the children to think about what they are doing. Children enjoy looking at books alone and together and are able to develop early writing skills through easy access to writing materials. They use scissors confidently and understand about how to use them correctly and safely.

The younger children are well settled in their surroundings and are building good relationships with their key person. Children enjoy themselves at the setting and take part in a range of activities. The younger children enjoy sand, water play and painting. They are encouraged to count as they use a spade to fill up a sieve before the member of staff holds it up for them to feel the sand running through their fingers. Most children are able to count confidently up to ten. Children enjoy role play and dressing up, they use musical instruments well and play them as they sing along with staff. Children proudly show off their work to staff and others. They are offered plenty of praise and encouragement as they achieve.

Children show an exceptional understanding about following good personal hygiene procedures and the staff are excellent role models. Staff wear aprons and wash their hands before serving food at meal times. They have excellent nappy changing procedures and wear gloves and aprons. Due to the organisation of lunchtimes, the youngest children have to sit and wait for their food, because of

the way it is served by staff. Although older children are encouraged to serve themselves at snack times they do not serve themselves at lunchtime or help with setting the table which does not fully promote their independence. Children have regular access to the garden area where they are able to climb, use the slide, play with balls and grow vegetables. Children are encouraged to wear helmets when they ride bikes, this helps them to understand about keeping themselves safe. Children have innovative opportunities to engage in physical activities outside and understand the importance of fresh air and exercise. They have a lovely time in the garden and are able to see their siblings during time. Staff offer children close individual attention which helps them develop in the warm, caring environment.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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