

Westfield Nursery Limited

Inspection report for early years provision

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Inspection date	29/06/2011
Inspector	Rachel Ayo
Setting address	42 Sorrin Close, Idle, BRADFORD, West Yorkshire, BD10 8QF
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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

Westfield Nursery Limited has been operating since 1997, however, it was newly registered in 2010 due to a change in the name. It operates from two purpose-built properties set in their own grounds in Idle on the outskirts of Bradford in West Yorkshire. The nursery serves families of the surrounding areas. The nursery is registered on the Early Years Register to care for a maximum of 82 children in the early years age group. The nursery is open each weekday from 7.30am to 6pm all year round, except for the Christmas week and Bank Holidays. All children have access to enclosed outdoor play areas.

There are currently 144 children aged from birth to under five years on roll and the nursery receives funding for the provision of free early education to children aged three and four years. Children attend a variety of sessions throughout the week. The nursery currently supports children with special education needs and/or disabilities and those for whom English is an additional language.

There are 27 staff employed to care for the children. The nursery is run by two private providers who also jointly manage the nursery. The majority of staff have early years qualifications to level 3 and four staff members with level 2 qualifications are working towards this. There are also two staff members working towards the Early Years Foundation Degree. The nursery receives support from the local authority and are members of the National Day Nursery Association. The setting takes part in the local authority qualify assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective and outcomes are consistently good and outstanding in significant elements. There is strong leadership and management and policies and procedures are effectively implemented by staff in most aspects. There are superb systems for planning and individualised observational assessment, which means that children make significant progress in their learning. The provider places the promotion of equality of opportunity at the heart of all its work and children are undoubtedly treated as unique individuals. The setting has a highly positive relationship with parents and carers and there are generally effective systems for working in partnership with others. There are high aspirations for quality, and management are exceptionally successful in inspiring the staff to work towards meeting or sustaining ambitious targets.

What steps need to be taken to improve provision further?

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

- review the use of gloves during nappy changing and ensure children's noses

- are wiped during mealtimes in order to further promote good hygiene practices
- further develop links with other providers, with specific reference to working consistently to support children's individual next steps.

The effectiveness of leadership and management of the early years provision

There is robust recruitment and vetting of staff, and key people attend advanced child protection training to ensure they have up-to-date knowledge of such matters. Induction covers basic health and safety training, including risk assessments and the importance of these. Hazards are identified and minimised well, including through daily safety checklists. There are clear reporting procedures where new risks are identified by staff, ensuring that these are addressed promptly to keep children safe. Adults are vigilant in their supervision of the children and a secure entrance effectively monitors access. Accident and medicine procedures are followed stringently to promote children's welfare and a designated staff member is responsible for monitoring the contents of first aid kits.

There is excellent use of resources, including highly effective deployment of staff. There has been a significant review of the organisation of areas including designating clear room leaders, all of whom have accessed leadership training and have regular meetings where information is cascaded effectively to ensure that high standards are embedded across all areas of practice. Appraisals and a 'training needs and development plan' enable management to analyse and assess staff's individual professional development superbly. Courses are specifically targeted and staff meetings are used as a forum for sharing ideas from training, which are then successfully implemented to improve provision.

All children, including those with English as an additional language, are fully integrated and their individual needs are unquestionably met. The environment clearly reflects their backgrounds and adaptations are made where necessary, such as the use of picture signs. There are excellent systems for identifying and supporting children with additional needs, including considering the appropriateness of the environment, activities and equipment, and working in partnership with other professionals. The nursery undoubtedly works exceptionally hard to narrow the achievement gap and their understanding of equality and diversity is unquestionably reinforced through superb training opportunities. For example, writing belts, posters, labelling and annotated photographs are provided in the construction area to effectively support boys' literacy skills in a significant area of interest.

Exceptionally well-targeted plans are set through extensive self-evaluation tools. The nursery partake in a quality assurance scheme, hold a variety of meetings regularly, and all staff contribute to the Ofsted self-evaluation document, kept in each room, and complete questionnaires. Management have unquestionably embraced and effectively addressed weaknesses identified at the last inspection, resulting in them making excellent strides and undoubtedly improving outcomes for children. There has been a great emphasis on improving safety procedures and

the physical environment indoors and outdoors, and there have been extensive enhancements made, supported through access to funding and staff training. Through questionnaires, parents are fully consulted on a range of aspects and their suggestions are successfully improved upon. Parents express extremely complimentary feedback about the nursery.

Partnerships with parents and carers are exemplary. Staff gain imperative information about each child and their family, including home routines through 'all about me' photograph booklets and family photograph displays. Ongoing communication systems are outstanding. There is a nursery website, staff photo board, regular newsletters, health and well-being and daily record sheets and extensive information, for instance, on child and baby health, and top tips for talking and potty and toilet training. Development summary forms are provided regularly, parents are invited to contribute to topics and their children take turns to take home and record Barnaby Bear's adventures in a diary. Parents are invited into the setting to talk about their jobs and contribute to festivals or role play areas, and as part of yearly parent evenings, presentations are given to help parents support their children's learning.

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

An inspiring range of indoor and outdoor activities arise from an exceptional range of planning tools that highly consider individuals needs, next steps and interests. In addition, children take part in exciting first-hand learning experiences. For example, they clearly delight in helping to wash a staff member's car, enthusiastically talking about how shiny it looks. In addition, children's understanding of safety issues, such as using tools safely, is superbly enhanced as they help to make their own shelves from flat packs using screwdrivers. There are additional excellent opportunities to learn about other aspects of safety through interesting visitors from the life boat service, police and fire service. There are overall comprehensive systems for individualised observational assessment, although staff do not fully link with other providers where children attend other settings. However, there are very good systems in place for children's transition to or from other settings or different nursery rooms.

Children develop excellent habits as active, inquisitive and independent learners. This is undoubtedly supported by adults' skilful interaction and questioning and a highly accessible and rich environment where resources and activities are superbly organised. Children's sense of belonging is highly fostered. They have their own labelled coat peg, photographs of them adorn the walls and the exceptional value put on their artwork is reflected in the great care taken to attractively display this. Children's behaviour is excellent and they are highly sociable with their peers and adults. They giggle as they cover a staff member's arms in shaving foam, dress up with a staff member in the construction area, cooperate to construct a wall using large wooden blocks, and talk about mathematical concepts as they play in the dough. Male and female staff act as excellent role models and highly positive relationships help all children develop a strong sense of security.

Babies are highly responsive to adults as they seek eye contact and gurgle, and toddlers repeat words expressed by staff, such as carrot, as they play in the home corner role play area. Children over two years old communicate confidently as they express their needs and talk about what they are doing. Staff unquestionably support children's language, partaking in the 'Every Child a Talker' scheme and involving parents through displays and presentations. Children clearly enjoy listening to stories, which staff read enthusiastically and use visual aids, such as puppets, to sustain their interest. Children demonstrate excellent mark making skills as they draw recognisable figures and use stencils with precision. There are excellent opportunities for children to learn about the world around them and nature. They celebrate their own and other cultures, observe the life cycle of butterflies and care for chicks and ducklings in an incubator. They take part in excellent recycling projects, for instance, making their own paper from scraps collected in waste paper bins.

Children have superb access to outdoors, which is excitingly enhanced and equipped as part of a funding project. They explore and investigate musical instruments, look for mini beasts, make a tent with camouflage tarpaulin and newly erected wooden posts, explore tunnels and make marks using water and brushes. Children are provided with nutritious, freshly prepared meals and snacks to further promote their all round good health and they learn about a healthy lifestyle in a range of ways. For example, they plant and grow cabbages and carrots, and staff have created a greengrocer role play area. Mostly effective hygiene routines are in place to ensure children stay healthy.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	2
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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