

# Westwood Nursery

Inspection report for early years provision

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**Unique reference number** 133105  
**Inspection date** 20/09/2011  
**Inspector** Bridget Copson

**Setting address** Westwood Nursery, University of Bath, Claverton Down,  
Bath, BA2 7AY  
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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 Nursery opened in 1970. It operates from a purpose-built centre at Bath University, Claverton Down, Bath. The nursery serves both the campus and the local area. Children have access to age-related play rooms, two separate outdoor play areas and the use of many of the university facilities.

A maximum of 48 children under eight may attend the nursery at any one time, all of whom may be in the early years age group, and of these, no more than 12 may be under two years. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 8.30am until 5.45pm, and operates for 48 weeks of the year. Children attend for a variety of sessions. There are currently 34 children on roll, all of whom are in the early years age group. The nursery cares for children who learn English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 20 childcare staff. All staff hold appropriate early years qualifications, and of these three are qualified Early Years Professionals and two hold teaching qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met to a high standard. This is enhanced by dedicated and skilful staff, excellent partnerships with parents and good links with other settings. Children's individuality is cherished and celebrated to ensure each child is included equally. Their learning is planned and promoted individually according to their interests and developmental stage. As a result, children are making rapid progress through the Early Years Foundation Stage. Managers and staff demonstrate a commitment and drive to secure continuous and sustainable improvement.

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

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

- improve the systems further for working together with other practitioners to support transition and consistency between settings.

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

Staff consider children's welfare to be of paramount importance. They implement highly effective systems to help assure children's safety, health and well-being. Robust employment and vetting procedures, induction and regular staff review meetings help monitor staff suitability. In addition, staff have a very good knowledge and understanding of their child protection responsibilities and the procedures to follow to safeguard children. The nursery has extensive systems for monitoring and evaluating the quality of provision. For example, the Baby Quality Scheme, Bristol Standards for Early Years, Early Years Healthy Eating, as well as many internal audits. These are on-going and include the views of parents, their children and the staff. In addition, the guidance of external agencies is actively sought and all recommendations acted upon. As a result, standards of care and education are continually being improved and new skills and expertise used to expand experiences for children.

Staff work extremely efficiently within their consistent teams. They prepare a very enabling environment with an extensive range of quality resources to promote all areas of children's development. This includes separate playrooms for children under two years and their own outdoor play area. As children progress through the nursery, key persons support them closely to promote a smooth transition and to help promote their sense of security.

Staff demonstrate enormous enjoyment and dedication in their roles. They interact with great enthusiasm, and take care to ensure every child is valued, included and involved. They contribute specific areas of expertise and responsibility, providing them with the opportunity to make a difference as part of a complete team. Staff present as very good role models in promoting positive attitudes. Props, such as a doll called Rajiv visiting from a London nursery, are used to explore feelings, prejudices and stereotyping. As a result, children behave extremely well, are developing friendships and becoming responsible and caring individuals. Children's individuality is valued and reflected throughout the setting to promote their sense of self and belonging. Children are continually learning about the lives, cultures and beliefs of one another as well as diversity from around the world. For example, they learn a 'language of the month' and listen to the spoken languages of one another and their families.

Staff have established highly successful partnerships with parents. A wealth of information is provided to parents as well as home visits to establish close links from the start. Parents are kept very well-informed through notice boards, newsletters, home books, daily communication and consultation evenings. Their views and involvement are highly valued and actively sought. For example, they represent the Childcare Advisory Group, complete surveys and questionnaires, attend sessions and contribute to their child's Learning Journal. Successful links are established with some of the other settings children also attend to further promote consistency. However, the system does not ensure this is promoted as well with all other settings.

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

Children's learning is planned, monitored and promoted to a high standard. Staff know children very well and are clear what they intend them to learn within their preferred play environments. Key persons monitor children's emerging interests and development daily and plan their next steps of learning individually. As a result, children are thriving in all areas. Staff interact with skill and sensitivity to maximise learning opportunities in child-led play. For example, they provide large sheets of paper, tape and furniture to support children who want to make a 'house of a mouse'.

Infants benefit from a very nurturing environment where they are supported closely in developing warm and loving attachments with key persons. They demonstrate their strong sense of well-being, and with their key person close by, explore with great confidence and curiosity. Children are highly inquisitive and motivated learners who focus for extended periods on their chosen activities. They also welcome new experiences with fascination, and cheer with enormous enthusiasm when favourite activities are suggested, such as the 'magic story basket'. Children of all ages demonstrate their enormous enjoyment through their shared laughter, warm interactions and proudly showing visitors their favourite things. Children's communication, language and literacy are developing extremely well. They communicate their needs and feelings with confidence and articulation, ask many questions and are very enthusiastic about sharing their views and knowledge. Those learning English as an additional language and bilingual children are also encouraged to share their language skills. Staff working with non-verbal children are very receptive to their communications to ensure they feel included, valued and to promote early language skills. Children of all ages mark make purposefully in extensive activities both indoors and outside. They also lay arrow trails and draw in forest school activities. Children of all ages show a great enjoyment of books. They sit and read spontaneously, and infants find favourite books for staff to read. Children listen intently at group story times, joining in with enthusiasm and often using props for story telling instead of books.

Children are developing a very good understanding of number, shape, size and position. They use the correct descriptive language continually in their play. Children problem solve extensively, and staff skilfully allow them time to solve issues for themselves before offering support. They also use extensive resources to promote their understanding of information and communication technology to support skills for the future. Children use their imaginations very well. Infants explore many objects and sensory resources. For example, they smell lavender plants, mix coloured paints, touch textured fabrics and explore heuristic resources. Children build extensively with constructional sets as well as real resources in the garden. For example, they use tools to dig out an area on which they use large crates, pipes and tyres to build houses. Children use a wealth of media and materials for sensory experiences and to create, much of which is available

independently. They are actively encouraged to combine and experiment, and as a result, children use their imaginations freely and unhindered. Children are developing an excellent understanding of time and place. They regularly visit the campus shops, physical education facilities, woods and duck pond. They learn about sustainability through planting and harvesting their own fruit and vegetables, and recycling waste products. Older children show a real interest in the natural environment and use their garden and the forest activities to explore plants, insects and animals. They also enjoy telling others what they have seen and where. For example, 'I saw a hedgehog in the road which was dead', and 'I saw a blue lobster in Holland'.

Children are supported very well in feeling safe and secure within the nursery. This is nurtured closely for babies and new children settling in to promote their sense of security. Children learn about keeping safe through very many practical activities and staff guidance. Children are developing an excellent attitude to healthy lifestyles. They benefit from well-balanced and freshly cooked meals, and fresh fruit and vegetable snacks. Children's health is promoted to a high standard through the provision of a very clean and hygienic environment in which staff implement thorough hygiene practices and routines. Children benefit from free-flow to the extremely well-resourced outdoor play areas. This provides them with continual access to outdoor play in all weathers, and to allows more active children to thrive unhindered.

## 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>	1
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>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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