

Westwood Nursery School

Inspection report for early years provision

Unique reference number 145849
Inspection date 28/09/2011
Inspector Beverley Blackburn

Setting address Upper Westwood, Bradford on Avon, Wiltshire, BA15 2DP

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Type of setting Childcare - Non-Domestic

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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 School has been open since 1984. It is a committee run provision that operates from a single storey building in Upper Westwood, Bradford-on-Avon, Wiltshire.

The nursery school is open term time only on Monday and Thursday 8.45am - 2.30pm Tuesday, Wednesday and Friday 8.45am - 3pm. The setting is registered to provide care for 20 children under eight; of these, none may be under two years at any one time. The nursery school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The nursery school has its own building in Upper Westwood, with an enclosed garden for outside play. There are currently 20 children on roll. The setting is in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff including the manager. Of these, four hold an appropriate childcare qualification to levels two and three. The manager has completed her Foundation degree in and is working towards her honours degree in Childcare and Education. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff at this friendly and inclusive setting have a good knowledge and understanding of the Early Years Foundation Stage. Children are well motivated and challenged in a stimulating environment, as experienced staff plan fun activities tailored to their individual needs. Children are encouraged to be independent and the positive contribution made by them is a real strength of the setting. Record keeping is generally robust and children are safeguarded well. The staff build trusting relationships with parents and carers, and keep them well informed about their child's development and the day-to-day running of the setting. Partnerships with other agencies involved in the care of children are good. Management makes good use of self-evaluation, and this, together with a shared dedication to driving improvement, ensures continuous development and good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further observations and assessments on each child to effectively monitor children's achievement and progress in the early learning goals
- improve the record of risk assessments to clearly state when it was carried out, date of review and any action taken following the review
- improve the safety of children and staff by making sure all fire exits on the premises are not obstructed to ensure quick access in the case of a fire.

The effectiveness of leadership and management of the early years provision

The management of the group ensures that procedures are in place for ensuring the suitability of staff employed in the group. There is a designated person in place for dealing with child protection issues, who has received appropriate training completing a level 4 safeguarding children. All staff have attended the safeguarding children level 1. Staff know the required procedures should any concern arise in relation to the safeguarding of the children. A written safeguarding policy is in place, which includes the course of action to be followed. Should any allegations be made against adults, this policy along with other key ones are routinely made available to parents. The setting conducts effective risk assessments and takes action to manage risks, however, the records does not clearly state any action taken and the correct date of the review.

Staff routinely support every child to ensure their individual needs are met and that no child is disadvantaged. Activities are planned to ensure all children are included and that they receive interesting, enjoyable and challenging experiences across all six areas of learning and development.

The pre-school promotes equality and diversity well. All children are encouraged to enjoy the full range of play opportunities offered, such as both boys and girls enjoying the craft activities, mark making and playing on the large equipment in the garden. An interesting range of toys and play resources, such as books, dressing up clothes and the celebration of different festivals help children learn the value of diversity to understand and embrace differences in culture and religion. Staff are aware of children with special educational needs and/or disabilities, and those with additional needs receive good support from the staff. The pre-school has contact with the local school, but has recently started to develop their link again in preparation for transition from the setting to school. The pre-school has already worked closely with the school to see last year's pre-school children transfer successfully to school. The pre-school is also developing their links with other settings that provide the Early Years Foundation Stage, such as childminders and nurseries.

The staff are deployed well and ratios are maintained to ensure children are supported and their individual needs met. Resources are used effectively to support children's learning. There is a wide selection for the children to choose from, including outdoor equipment and toys.

The pre-school's self-evaluation procedure is effective in raising the standards. They are reflecting more on their practice and have completed a Quality Assurance

scheme and have started to focus on an improvement plan, for example, to develop the outdoor play area so it can be made available to children in all weather, and to encourage parents to be more involved in their child's learning.

The staff have a very good relationship with the parents; they work very well together, enabling an effective two-way communication where information is shared effectively. Daily discussions, newsletters and learning journeys ensure parents are closely involved in their child's pre-school experiences. Jaffa the monkey is sent home each weekend with a child, to encourage parents to be involved in their child's learning. Photographic evidence of activities enjoyed with each child and their parents are recorded in a diary. The information on the children is comprehensive, enhancing continuity in both care and learning. Children benefit from the very good partnerships between parents and staff which enhance their care and education.

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

Children are cared for in a happy and relaxed atmosphere, where they are provided with good quality care and education. Their learning is well supported through the provision of a wide range of toys and resources and a well-planned and interesting environment. Staff seem to work well as a team and plan a good range of stimulating activities and experiences which links to all the learning areas well. Planning is flexible, clear and covers all areas of learning which includes children's interests and ideas. However, because the inspection took place towards the early part of the academic year, not many observations were recorded in the children's learning journals.

Staff interact well with the children, giving enthusiastic praise and using prompting questions effectively. Consequently, children are motivated to learn and persist at their chosen tasks. There is a good balance of adult-led and child-initiated activities. Children enjoy a variety of activities, such as creative play, blow painting and role play, mark making and, in some cases, learning to write their own name. They also enjoy listening to stories, such as Rapunzel, and using their skill in technology to find out more about the story by looking it up on the computer. Consequently, children are helped to develop their understanding of problem solving, reasoning, numeracy, sharing and taking turns. Children have good opportunities to develop physical skills through a range of activities, such as music and movement, riding bikes and scooters, or climbing up and down on the slide. Additionally, they use the child size digger to collect small stones or transport the moveable logs to different areas in the well-planned garden. The children enjoy free-flow play, where most of the indoor activities are replicated outdoors. For example, sand and water, writing materials and messy play. The outdoor play area is spacious and encourages children to explore and experiment. There are plans in place to further develop the garden to make it accessible to children in all weathers, which will enhance their outdoor experiences. Children enjoy the experience of using marking materials, participating in art and craft activities, or using their imagination and creative skills during their imaginative play. They use a

range of programmable toys, such as digital cameras. Children count well, both with help and independently, and at circle time children are encouraged to count, talk about the weather, the days of the week and to celebrate each others birthday, consequently building their communication skills and their self-confidence, equipping them with skills to secure future learning. Letters are linked to sounds when talking about the letters in their name. Children have good opportunities to self-select activities which ensure that they are fully engaged and able to take part at their own level.

The staff use their knowledge of the Early Years Foundation Stage well to plan activities, make observations on children's progress and record in their learning journeys the next steps in the children's learning. This is then used effectively to identify any gaps in children's individual learning needs. Children's independence is well supported; they are able to confidently choose their activities successfully, building their confidence and self-esteem. The helper for the day is chosen at circle time by a name selected from a bag, giving children the opportunity to take on a small amount of responsibility. Resources are arranged so that they are easily accessible to them. A very positive approach to managing behaviour is in place. Age-appropriate methods are used, such as distraction and clear boundaries. Praise and enthusiastic encouragement are used consistently to give positive feedback to all the children. Children are well behaved and are beginning to learn to share and take turns. Children take the initiative, working well independently, as well as collaborating and cooperating with each other, exemplified by three boys playing at the water tray, one with a boat, one with a Spiderman and one just filling and emptying containers. They show enjoyment in their learning experience and cooperation in playing together.

Children's healthy lifestyles are supported well. They have good opportunities to develop and practise their coordination skills, such as playing ball games and riding scooters. They confidently use a wide range of small and large equipment, such as scissors, paintbrushes, pedal cars and bikes. They enjoy learning independent skills, such as helping to tidy away at the end of the sessions. Children enjoy healthy snacks, such as fruit and vegetables. Parents provide lunch boxes which are healthy and nutritious. Children have a choice of drinks during snack time and lunchtime. Fresh drinking water is always available to the children. Any special dietary needs are known and well supported, due to clear information gathered from the parents regarding allergies or other requirements. Children are helped to manage their personal hygiene by washing their hands regularly; this helps to reduce the risk of cross infection. Children learn to keep themselves safe through the practice of the evacuation procedures. However, some fire exits are not always clear of obstructions, to ensure easy access out of the building in the event of a fire. This could affect the safety of the children and the staff's responsibility in promoting a safe environment and helping children understand how to keep themselves safe. Overall, the children are well cared for in a secure and happy learning 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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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