

The New Westmere Day Nursery

Inspection report for early years provision

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Inspector

Melanie Allen

Setting address

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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

The New Westmere Day Nursery has been open since July 1995. The registration with the present registered provider began in January 2007. The nursery operates from a large detached dormer bungalow in the Marton area of Blackpool. The nursery is open from 8am to 5.30pm each weekday throughout the year, closing for bank holidays and one week during the Christmas period. Children attend for a variety of full and part time sessions. The accommodation for the children comprises of ground floor rooms and a large room on the first floor for more physical play, music and movement and large physical activities. Also available is an enclosed outdoor play area.

At the present time there are 87 children on roll, of these, 31 are in receipt of nursery education funding. The nursery supports children with special educational needs and/or disabilities and children who have English as a second language.

The staff team are led by a manager who holds an NVQ level 4 early years qualification. Both the manager and deputy are currently completing a Foundation Degree in Early Years. The staff team has 18 members, six, of which, hold an NVQ level 4, seven have a level 3, two have a level 2 and are currently completing their level 3 and 1 apprentice. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides good quality care with some outstanding aspects. Children are made to feel exceptionally safe and secure with the nursery. Robust documentation and procedures are in place to maintain their safety. Partnerships with parents and other agencies are highly effective in making sure that the needs of all children are met along with any additional needs. The children progress well in relation to their age and ability but their starting point is not always clear. The staff's knowledge of the Early Years Framework helps support children to make progress, however, they are less confident in their recording of children's development in order to track progress across all areas of learning. Regular self-evaluation by the manager, deputy and staff ensure that priorities for development are identified and addressed. The setting is committed to continuous development and strives for outstanding.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Providers must plan and provide experiences which are appropriate to each child's stage of development as the progress towards Early Learning Goals

25/11/2011

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

- review visual daily risk assessment to ensure there is a paper record of risk assessment being completed, to ensure that it is fit for purpose
- ensure the use of observations is consistent in gathering baseline assessments that inform planning across all age groups, with regular monitoring.

The effectiveness of leadership and management of the early years provision

Staff have exceptional knowledge and understanding of internal and external safeguarding procedures. Two members of staff lead on safeguarding within the nursery, advising and supporting colleagues as necessary. They are able to recognise the possible signs of abuse and know how to report any concerns appropriately. Robust systems ensure staff are suitably checked and qualified for their role and a record is maintained of all visitors to the premises. Only the manager or deputy can answer the front door, if the caller is unknown to the nursery. All visitors to the nursery are then accompanied around the environment by a member of staff. This ensures that children are able to move safely and freely around the building. The required documentation is stored to respect confidentiality. All consents relating to the welfare of the children are in place. This provides a safe environment to support the children in their development and ensures that they are safe and well protected in the setting. Risk assessments are completed for the premises both internally and externally to monitor children's safety. However, the visual daily risk assessment does not provide evidence that any checks have been made, by who or when.

The management and staff are committed to the continual improvement of the practice to promote better outcomes for children. Staff have good opportunities for their personal development by attending training and increasing their level of qualifications. Self-evaluation is well-used to clearly identify specific areas for development which bring about improved outcomes for children. Staff and parents are involved in the process which gives them ownership of the success. Currently, staff and parents are working together to improve the outdoor provision with great enthusiasm. Staff attend a wealth of training and this is well-implemented into the nursery. The 'Every Child a Talker' programme, for example, has been used to track children's progress and has helped to identify any speech and language difficulties.

Children play in a bright and airy environment, examples of children's work, displays and posters adorn the walls and hang from the ceilings. Resources are plentiful and well-organised to allow ease of access, with some drawers being labeled. This could be further improved by including words and pictures onto the labels. Resources and posters showing positive images of diversity are in place. Staff are very well-deployed and move around the rooms to support learning at the various activities. The key person system is well-used to ensure children's needs are effectively met.

Partnerships with parents are very well-established. Parents are very complimentary about the keyworker system in place, alongside the feedback and nursery information they receive on a regular basis. They also feel that their comments are valued and responded to in an appropriate way that supports their child's development and progress. Partnerships with other agencies are also embedded as outstanding practice in order to support individual children's needs. Staff and management use advice and support gained from other professionals to ensure children's care and learning is tailored to their individual requirements.

Staff are able to offer sensitive support to all children, including, those who have additional needs and/ or disabilities. An excellent equal opportunities policy is regularly reviewed and supports the staff well in their practice. This ensures that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children thoroughly enjoy themselves within the nursery environment created for them by the committed and motivated staff team. They make good progress in their learning, despite the information gathered from initial baseline assessments being sparse. However, the children leaving the setting to go to school are usually, at the expected level of achievement within the Early Year's Foundation Stage. Staff are enthusiastic and confident, their positive attitude and interaction with the children helps them to feel valued and builds their self-esteem. There are systems in place to record, evaluate and plan activities which interest the children which are linked to the six areas of learning. However, baseline and observational evidence is not always included into the planning. This can result in some learning opportunities being missed. They are flexible in their approach promoting a balance between adult-led and child-initiated activities. Staff are skilled in encouraging the children to think for themselves and contribute their own knowledge. Children thoroughly enjoy playing in the bright and well organised play spaces. They move freely from task to task and independently interact with the resources. Children have good quality conversations with the staff, whilst they build and stack bricks, they talk about size, colours and numbers and are asked appropriate open-ended questions enabling them to contribute.

All the children are curious and eager to participate in the range of activities, they become engaged, concentrate and persevere because they are supported well by the staff. Children's behaviour is exceptional and is supported and fostered through positive interaction and guidance from staff. Children are kind and helpful to each other and learn to share and take turns. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the nursery makes effective use of books and activities to introduce new ideas and promote diversity.

Children feel safe and relaxed in the nursery. They are confident and competent and are able to communicate their thoughts and feelings through words or

gestures. This is because they know that the staff will respond positively to them. The pre-school children were happy to show the Inspector the plastic bugs hidden under the table with the torches as part of the Halloween theme. Children are very familiar with the daily routine and respond enthusiastically when it is time to have lunch. Staff act as good role models in helping children to stay safe and a small induction for each new child helps them to settle. Safety rules assist children to be safe and care for others. For example, children are encouraged to be careful when playing with the class pet in pre-school. They know not to put their fingers in the cage as the gerbil may bite them.

Hygiene standards are good and children are learning the importance of washing hands, which is closely monitored by staff. Childrens' individual needs are well met and sleeping times mirror those used at home in order to maintain their routines and increase their sense of security. Children are developing their own healthy skills, as they are able to obtain their own tissues, use them appropriately and then wash their hands afterwards. Children enjoy delicious, home produced meals and healthy snacks with weekly menus to provide variety. Alongside the nursery's continuous outdoor activities, Mini maestro's and dance sessions are offered once a week to children attending the nursery. These classes take place in the rumpus room upstairs and support children's physical development via music and movement sessions.

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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