

# Westside Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY349651

**Inspection date**

15/11/2011

**Inspector**

Jonathan Davey

**Setting address**

The Acorns Children's Centre, Nestor Grove, Bilton Grange,  
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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

Westside Day Nursery is based in self-contained premises within the Acorns Children's Centre, in the east of the city of Hull, some six miles from the city centre. It is one of three nurseries owned by the proprietor. The nursery was registered in March 2007 and may care for a maximum of 46 children under five years. It is open Monday to Friday from 7am to 6pm, all year round except for one week during the Christmas and new year period. There is a total of 78 children on roll, 18 of whom are in receipt of nursery education funding.

Children are cared for in separate rooms, according to age and there are enclosed outdoor areas for all children's use. The nursery is privately owned and there is a manager employed who has daily responsibility for its operation. There are 11 staff employed, including the manager, 10 of whom have an appropriate childcare qualifications. The nursery has built good links with the local authority and adjoining Children's Centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Westside Day Nursery provides a welcoming service where children make good progress. The learning programme is very effective and care is taken to ensure children's individual needs are met. Robust safeguarding procedures successfully protect children's welfare. Thorough evaluation of the service leads to good ongoing improvements. The partnerships with parents and other agencies are strong and promote children's learning and development well. Most aspects of the partnerships with other providers ensure children are well supported.

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

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

- update the policies and procedures to ensure risk assessments are regularly reviewed, signed and dated (Documentation). 01/12/2011

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

- develop further the links to local schools that children may attend in the future, to ensure a smooth transition and share information, which promotes children's achievements and future well-being
- extend staff's confidence in using open ended questions and activities, so that children are supported in developing their ability to think critically and creatively.

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

The nursery is supported by a wide range of effective well-organised procedures that are understood and implemented by staff. Secure recruitment procedures ensure the suitability of staff who work with children. All staff have attended training in how to safeguard children and key staff are trained to a high level. This means should there be any concerns about a child's welfare, effective strategies can be implemented to protect them. Security within the nursery is very good and entry to the individual playrooms is only through the use of codes, known only to staff, so protecting the safety of children. Monitoring systems are in place for the record keeping. Policies and procedures are generally reviewed and updated accordingly and the manager makes good use of a range of monitoring activities relating to the provision and outcomes for children. However, although daily safety checks take place, risk assessment policy and procedures are not signed and dated, with any actions taken. Though this has little impact on the children's safety, this is a breach of welfare requirements.

Children enjoy playing in the attractive units and have very good access to extremely well-resourced outdoor areas. Staffing levels are good and children are well supported. There are many visual aids around the nursery which support children's learning effectively. Excellent support is given to children with special educational needs and/or disabilities and those for whom English is an additional language. The home language of all children is reflected within the displays and work that children have been involved in, this helps promote children's understanding and communication skills. Staff observe children carefully, identifying any concerns in the progress they make at an early stage. They work effectively with parents and other agencies, offering support, which helps children to make good progress in relation to their starting points.

The nursery develops positive relationships with parents who are complimentary about the service they receive. There are daily diaries for all children and parents are encouraged to take them home to read and add any comments at their leisure. This means that staff and parents work well together to help children learn. The nursery has developed good links with a number of agencies and works closely with them to benefit the children. For example, the children's centre on the same site offers many courses that benefit both parents and the children. The nursery endeavours to work with other nurseries and childminders, sharing information to support children. However, the relationships with the local schools that children attend after nursery are less well established.

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

Children are enthusiastic and eager to play and learn. They experience very good opportunities for indoor and outdoor play with all mobile children enjoying free-flow play. This enhances children's choice and as many children choose to play

outdoors, they enjoy the fresh air. The planning and assessment systems used by the nursery are comprehensive and track children's progress carefully, so that any gaps in their achievements can easily be identified. Senior staff monitor the work of others and suggest areas for development, which improves the quality of observations undertaken. Therefore, children's future progression is well targeted, which helps them to make good progress in relation to their starting points.

Most staff effectively challenge children as they play to extend their knowledge and understanding. For example, children enjoy physical play on the trikes, using cones to create a driving track with stop and go points, as they are challenged to learn positional language. Discussions are a large part of the play experience and the setting follows the 'Every Child a Talker' programme, which extends children's language development well. Children follow instruction carefully, they often play in small groups and staff encourage them to take turns. As children play, they are consistently praised when they achieve and this effectively promotes their self-esteem and good behaviour. There are many mirrors around the setting where children can see their own reflection, giving them a sense of self-esteem. They also see photographs of their family members on the wall, which gives the setting a more homely feel. Children show a real interest and good skills with technological equipment, with the older children really enjoying the matching game on the interactive whiteboard. However, some staff lack confidence in using open ended questions, so that children are supported in developing their ability to think critically and creatively. Good individual support is given to young babies and so they feel settled and secure. They are cuddled to sleep, enjoy stimulating play opportunities and their feeding routines are effectively supported.

Children gain a real understanding of their local community. They enjoy visits from the site caretaker who has helped the children grow and cultivate many fresh vegetables that they have tasted and shared at meal times. They experience a wide range of activities, which enhance their creativity well, such as, music sessions, role play and dancing. Children enjoy exploring media and materials with children able to select various sizes and shapes of paper to draw or paint. Staff help to effectively raise children's awareness of their own safety. They role play road safety scenarios and talk to children about 'stranger danger' with the help of the nursery's resident puppets. With sensitive support from staff, children learn to move safely in the environment. Good healthy practices are established, which help children to learn about the importance of a healthy lifestyle. High activity levels in children are encouraged by a wide range of physical play equipment, such as slides and wheeled toys, which are all age and stage appropriate. Children know that it is important to wash their hands and staff consistently encourage this practice.

## 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	2

### 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	2
The effectiveness with which the setting deploys resources	1
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

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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	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