

Westwood Park Day Nursery

Inspection report for early years provision

Unique reference number	EY286410
Inspection date	20/11/2008
Inspector	Jacqueline Munden
Setting address	27 Winn Road, Portswood, Southampton, Hampshire, SO17 1EJ
Telephone number	02380 672551
Email	
Type of setting	Childcare - Non-Domestic

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).

Description of the setting

Westwood Park Day Nursery opened in 1994. It is part of the Asquith Court Nurseries Ltd chain of privately owned nurseries. It operates from a large two storey house in Southampton. There are two fully enclosed outside play areas. Access to the premises, the first floor and toilets in one area are via steps. The setting is registered on the Early Years Register to care for a maximum of 70 children in the early years age group. There are currently 86 children on roll. The nursery is registered to accept nursery funding. The setting is open each weekday from 08.00 to 18.00 for 51 weeks of the year, with the exception of Bank Holidays. The nursery employs 14 members of staff that work with children. Of these, 11 hold, and two are working towards suitable childcare qualifications. Other staff employed include an administration assistant, a chef and a kitchen assistant.

Overall effectiveness of the early years provision

Staff and management create a welcoming and nurturing environment where children are happy and settled. The effective key person system used throughout the nursery ensures children's individual needs are met well. They are provided with good welfare and learning opportunities, with some minor areas for improvement. The nursery works well with parents and outside agencies to promote inclusion. Areas for development are identified and procedures put into place to implement changes, thus ensuring continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the assessment and planning system is implemented effectively in the Rainbow room to fully promote the next steps in all children's learning
- review procedures for preparing tea in the Sunshine room to ensure a suitable level of staff supervision is maintained at all times.

The leadership and management of the early years provision

The organisation of the nursery is good. The manager is supported by senior management including the Childcare and Education manager who visits regularly. They evaluate all areas of the provision. Action plans are developed for each room to ensure ongoing improvement and good progress has been made on recommendations made at the last inspection. This demonstrates a strong capacity to improve. Management and staff in the nursery are enthusiastic and work well as a team. Most are well qualified and have a good knowledge and understanding of the early learning goals and how children learn. Staff are appropriately vetted and follow an induction procedure. They receive regular appraisals and their training needs identified. They are involved in staff meetings for each room and for the

nursery as a whole. This ensures everyone shares the same vision and is clear of what is being done well and what needs to be improved. The key person system ensures all children are included. For example, staff liaise with parents to ensure those with English as an additional language are made to feel welcome. Staff use words from their home language for familiar things to help the child settle. Help and advice are sought from relevant agencies to ensure appropriate support is offered to those with learning difficulties. Staff are generally deployed effectively to ensure ratios are met whilst maintaining continuity of care for children and to ensure their needs are met. However, in the Sunshine room a member of staff is sometimes alone with children while tea is prepared.

Partnership with parents is a strong element within the setting. Of those parents asked, most report they are very happy with the care and education their children receive and feel they can talk to management or staff at any time about concerns they have. They get feedback from their child's key person at collection and can look at their development record at any time. Parents receive regular newsletters and have opportunities to attend parent's evenings. They receive a good range of information regarding policies and procedures and the Early Years Foundation Stage, and there are clear and open procedures for dealing with complaints. A high emphasis is given to keeping children safe. Risk assessments are carried out on all areas of the nursery and the walks children take. Children are well safeguarded because staff know the procedures and management cascades safeguarding training to ensure staff are up-to-date in their knowledge. The camera surveillance within the nursery and intercom system at the main door means that the premises and those in it are monitored and secure.

The quality and standards of the early years provision

Children throughout the nursery are cared for by nurturing staff who place a great emphasis upon meeting children's needs. They build close and caring relationships that ensure children are happy and confident and their needs met. Staff put great effort into making each room an attractive and comfortable environment for children to sleep and play. All children take part in interesting and stimulating activities. They make choices from a wide range of easily accessible resources that promote their learning and development. Low level painting easels and thick chalks ensure all children can take part and therefore included. The assessment and planning system is generally used well to plan and provide for the next steps in each child's learning and development. However, due to new staff in the Rainbow room, it is not always implemented effectively. Management have already begun procedures to improve staff's knowledge and skills in using the system. Babies and toddlers explore texture as they delve into themed treasure baskets and crumple leaves in the garden. They learn about other cultures as they play with dolls and dress in multi cultural clothes. Older children explore paint, water and sand which develop their language and encourage them to use their imagination. Some show skills in counting and recognising numbers; they count the people they place in the boat and name the number on the side. They learn independence as they pour their own drinks and select their fruit at snack time. Pre-school children are progressing very well in all areas. There are many opportunities for children to develop mark making skills and most write their names. They show great independence and confidence as they move around selecting resources and

exploring. They select paper, clip it onto the easel, write their name on it and begin to paint. They play very well together and engage in role play, enacting elaborate stories. Children behave well throughout the nursery. Staff are very good role models and children demonstrate good manners with adults and each other; they say excuse me, and please and thank you. They learn to manage their behaviour as staff talk to them about their feelings and the effect their actions have on others.

Children's health is promoted well throughout the nursery. Staff follow effective procedures to prevent cross-infection. For example, they encourage children to put their hand over their mouth when they cough and promote lots of hand washing. Children enjoy a nutritious, well balanced diet with a home cooked, hot lunchtime meal each day. Babies enjoy the food according to their individual weaning requirements and all staff are alert to those children with special dietary needs. Children are encouraged to be active; they enjoy outdoor play each day in the well resourced gardens where they develop many physical skills. All areas of learning are promoted outdoors; children make marks with chalk, and run to the numbers painted on walls. Staff are fully involved with children as they play; they introduce games and march around singing songs in which children join in with glee. In addition, babies benefit from walks to the duck pond; toddlers learn to control their bodies in music and movement sessions and older children have opportunities to take ballet class. Children learn how to keep themselves safe. Pre-school children are reminded to negotiate the stairs quietly and calmly while younger ones learn not to run indoors. They all take part in fire drills to ensure safe evacuation of the building.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

