

Westside Day Nursery

Inspection report for early years provision

Unique reference number EY441382
Inspection date 21/06/2012
Inspector Rosemary Beyer

Setting address Longhill Children's Centre, 160 Shannon Road, HULL, HU8 9RW
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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 was registered in 2008 and re-registered within the company of Community Action Partnership Ltd in 2012. It is situated on the outskirts of Hull in the Longhill area of the city and has large areas for outdoor play. The nursery is open Monday to Friday for 51 weeks of the year, from 7am to 6pm and children attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 64 children under eight years of age at any one time, all of whom may be in the early years age range. There are currently 84 children on roll in this age group. The nursery also provides care for children aged over five to 11 years. Currently, eight children in the early years age group attend the out of school sessions. The nursery provides educational funding for children of eligible age.

The nursery employs 11 members of staff, most of whom hold recognised childcare qualifications. The manager is in the process of completing a foundation degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have an excellent knowledge of each child which they use very effectively to meet their individual needs. This ensures children are making good progress towards the early learning goals across all areas. The children's safety is of the highest priority and all the necessary paperwork is in place for the safe and efficient management of the nursery. Partnerships with parents are a real strength and their views are regularly sought to ensure the nursery meets their needs and those of their children. Relationships with other agencies are also very strong, which ensures any additional needs are highlighted and supported, and the transition to school goes smoothly. The self-evaluation process has highlighted the nursery's strengths and aspects for future development, but does not include children's views.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation process to include the views of children using the nursery.

The effectiveness of leadership and management of the early years provision

All staff have an excellent understanding of safeguarding. They understand their responsibilities to protect children and make parents aware that any concerns will be addressed. They work closely with social care workers at the children's centre when necessary, and the referral procedure is displayed for everyone to see. Children are protected as the premises are secure so only authorised persons are able to collect them and a visitors' record is maintained. Comprehensive risk assessments are in place and regularly reviewed to ensure children are safe inside, outside and in the community. All staff are highly aware of their responsibility and they provide constant supervision of the children, who are able to play inside or out whatever the weather. A wide range of toys and resources are readily available for children to help themselves.

Staff are very enthusiastic and keen to provide the best care possible. They have regular staff meetings and undertake a wealth of training to promote their own knowledge and personal development. They all have input into the self-evaluation process and have developed ideas for the future improvement of the nursery. These include further development of the outside area, a multicultural area to exhibit illustrations of inclusive practice relating to gender, disability and ethnicity, and more involvement of parents. All children are welcome in the nursery and those who speak English as an additional language are effectively supported, as are their parents, with translations of documents available if needed. However, although children discuss their views with staff, these have not yet been included in the self-evaluation process.

Partnerships with parents are extremely strong. They can be actively involved in their children's learning by making observations at home, commenting in their development records and attending stay and play sessions. They have made very positive comments in the questionnaires, and particularly value the printed menus so they know what their children are offered to eat. Postcards with comments are displayed on the walls, and parents spoken to during the inspection are very grateful for the care provided. They know their children are safe and happy, and the staff are always willing to speak to them if they have concerns. The manager's open-door policy enables parents to seek advice if they need it. Relationships with outside agencies are also excellent and social care workers on the premises value the input from staff and the support they provide to meet the individual needs of the children, which enables them to make constant progress. Most of the links with local schools are highly supportive, which ensures children have a smooth transition from nursery.

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

Children are making good progress given their starting points, ages and abilities. There is a planning overview for the whole nursery, for each age area and for each

individual child. All staff make observations of the children, and key persons then build on these to promote children's interests. Learning journeys are used to illustrate their progress and the tracking forms show how their development is effectively monitored. Children are comfortable, settled and secure with the staff, showing interest and curiosity about the presence of visitors. Most of the babies are unconcerned but staff reassure a child who is wary of new faces. Older children say they enjoy being in the nursery, like the staff and enjoy the toys and activities. They particularly like to be outside where they can grow vegetables to learn about the natural world and play on the field.

Staff provide good role models for the children, who are learning good manners as they politely ask for things and show consideration of others, such as when working together to build a house with bricks. They are also developing independence by helping to lay the tables for meals, preparing snack and then serving themselves. Meal times are a pleasant social occasion, and the children eat well. Children are developing an excellent understanding of how to stay healthy. They implement unprompted hygiene practices by washing their hands before meals and after personal care or playing outside. Visits from a dental hygienist have enabled them to fully understand the need to clean their teeth after eating. Staff use a puppet to illustrate the correct method and this has enhanced the dental hygiene of the children. They also know they need to have fresh air and exercise each day, and are developing very good physical skills through the use of the outside equipment where they balance and ride, moving around confidently and safely. They are also developing the ability to use tools and materials to help them make meaningful marks competently, producing very imaginative artwork.

Children's knowledge and understanding of the world is developing very well, with celebrations of festivals and the European football tournament used to raise their awareness of countries around the world. They are also starting to learn simple words in Spanish. Parents from other cultures provide a good range of opportunities to learn about food and festivals from different countries. Children also prepare their own snack, making pizzas while discussing Italy. Staff use their language and phonics training very successfully to promote children's communication skills. All children are becoming confident communicators, and even the babies make their needs known by sound or sign. Books are readily available for all children and they thoroughly enjoy stories or looking at books independently. The pre-school children are aware that words carry meaning and have a wide range of books for both stories and information.

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	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	1
The extent to which children adopt healthy lifestyles	1
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