

# Westgate Nursery School & Creche

82 Cricklade Road, Highworth, Swindon, Wilts, SN6 7BL

<b>Inspection date</b>	27/06/2013
Previous inspection date	18/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are interested and keen to learn because staff provide educational programmes that provide interesting and challenging experiences for all children that are planned around their developing needs.
- Babies and children show that they feel safe and secure because experienced staff are allocated to care for them.
- Children show good levels of independence whilst exploring the stimulating, well-resourced indoor learning environment, provided by staff.
- The management team and staff demonstrate good commitment to the continuous development of the nursery, which means all children progress well in the seven areas of learning.

### It is not yet outstanding because

- Staff do not resource the outdoor area as well as possible to allow children to act out favourite stories imaginatively, so they can recreate these as they wish.
- Parents and children's views are not fully taken account of when completing the nursery's evaluation form, to drive future improvement as well as possible.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the premises and observed children in all playrooms and in the outdoor learning environment.
- The inspector held meetings with the provider and the nursery manager.  
The inspector looked at a range of documentation including children's assessment records, planning documentation, a range of policies and procedures and checked evidence of suitability and qualifications of practitioners who work with children, and the provider's self-evaluation form.
- The inspector undertook a joint observation with the pre-school senior.
- The inspector took account of the views of parents and carers spoken to during the day.

**Inspector**  
Julie Swann

## Full Report

### Information about the setting

Westgate Nursery School & Creche opened in 1991 and registered with Ofsted in 2001. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is privately owned.. There are currently 60 children on roll in the early year's age group who attend full- and part-time sessions all year round, with the exception of bank holidays and between Christmas and New Year. The nursery is funded to provide free early education to some children aged two years, and to all three and four year olds. The nursery is open each weekday from 8am to 6pm. After school and holiday care is available for children up to eight years who have previously attended the nursery. The nursery operates from a two-storey, detached house on the outskirts of Highworth, near Swindon in Wiltshire. Children attend from a wide area, including Highworth itself, and the surrounding villages and nearby towns. There are five base rooms and children are grouped according to age. Children under two years are mostly cared for on the first floor. There are stairs giving access to this area. Older children are cared for on the ground floor. There is a secure garden area with grass and hard surfaces for outdoor play. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery employs 12 staff to work directly with the children, alongside the owner, daycare manager and a cook. One staff member holds a degree in early years, while eight staff hold National Vocational Qualifications (NVQ) at level 3, and one is currently working towards an NVQ at level 3 and two at level 2.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend opportunities for parents and children to be involved in the nursery's self-evaluation plan
- extend the provision of resources, materials and equipment in the outdoor environment, to encourage children to use their imaginations as well as possible.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are interested and keen to learn as they are cared for in different rooms according to their ages. This arrangement results in children using a good range of developmentally appropriate toys and resources to meet their needs. Staff provide

interesting, hands-on learning experiences for children's play. They chat to children, asking questions, which helps them to become confident communicators and critical thinkers. When children collect leaves, staff extend their thinking and communication skills by asking them to identify which tree and to name the tree the leaf fell from. One child confidently states, 'It was a horse nut tree'.

Older children delight in matching their movements to songs and stories initiated by staff, such as 'We're going on a bear hunt' as they hop on one leg and pretend to jump in puddles. Younger children enjoy listening to songs, using actions and rhyming words. The member of staff skilfully stops singing at certain points to encourage children to identify the next rhyming word. Staff ask questions about what happens next, again encouraging communication skills. As a result, staff can plan precisely for the next steps in their learning.

Children's understanding of mathematics is effectively promoted because staff introduce counting as children play, both indoors and outdoors. Children recognise that anything can be counted, and even count the woodlice they collect in pots as they pretend to be 'bug explorers'. They get very excited as they help their friends to dig in the garden and find different insects. Staff give good clear explanations as to why a woodlice live in the tree bark and ask children if they want to let them go on their hands. Some children say 'How soft they feel!' as the creatures are put on their hands, whilst others shy away. This helps to teach children about the outside world and also the feeling of different textures. While children engage in role play outside, those that want to act out their favourite stories, such as 'We're all going on a bear hunt' are not provided with the necessary props to support their play, so they can follow this particular interest.

Staff provide ample opportunities for children to express their own ideas through music, arts and crafts. For instance, children have access to a variety of creative resources, which all children use freely. This provides them with a range of materials and resources to explore colour, texture and space. The organisation and in creative play areas means they children are inspired to practise their early writing skills. For example, they use chalks, crayons and pencils to draw in the creative area. Paint brushes and water encourage children to try their early writing outdoors by making marks. Suitable writing materials are always freely available throughout the nursery. Therefore, opportunities to practise early writing skills are fully maximised, which helps prepare children for the next stage in their learning.

Staff provide materials for younger children to be creative and to learn from stimulation of their senses. Staff provide treasure baskets containing both natural and manufactured resources that children can explore how they wish. Staff listen attentively to them as they talk about different materials and textures. Children use resources which replicate real items, such as a toy checkout till. They know to touch the number keys and to press the lever to open the 'till'. This shows they understand how things operate, and helps to develop their hand dexterity, which is another useful skill for the next stage in their early education.

### **The contribution of the early years provision to the well-being of children**

Staff promote a caring and calm environment, where children have developed strong relationships with them and other children. They know the children and their families well. Staff are very caring towards children and treat them with respect and affection. If a child is tired or feeling unwell they are sensitively cared for by staff. In each room, there is a cosy place where children can relax in comfort and safety. Children confidently approach staff to ask for support during their play and staff respond quickly to children's requests. For example, when children who built a 'camp' in the garden they ask the staff to collect twigs from nearby trees for them to 'cook marshmallows on'. As a result, children are eager to take part in activities, readily think up and extend their ideas, and concentrate very well. These are all useful skills for their future learning.

Staff help children to develop their self-care skills. Children confidently put on their sun-bloc creams and hats when going outside. They use the bathroom independently, competently washing their hands and disposing of paper towels appropriately. Healthy eating is promoted through a broad range of nutritious snacks. These include fruit and raw vegetables, along with drinks of milk and water. Menus are well-balanced and ingredients are locally sourced. Younger children are helped to feed themselves. Staff sensitively encourage them in this learning experience. Children help themselves to water whenever they are thirsty.

Children of all ages quickly learn the 'rules and expectations of the staff. Staff help children to learn about the effect of their words and actions on others. Children play co-operatively and happily with others and respond well to the warm and supportive guidance of staff.

Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety because staff incorporate gentle reminders in conversations, such as not to run indoors. Consequently, there is a positive atmosphere at the nursery and children behave well. Staff remind children to be polite and 'remember their manners' when having lunch, so children gain social skills

Links with parents and carers are good. This has a very positive impact on the care and well-being of children, and the progress they make in their learning. The well-developed links with their children's key persons ensure children's needs are met. This successful system supports parents in becoming involved in their children's learning, both in the nursery and at home. Thoughtful consideration is given to supporting children when they move rooms within the nursery. Everyone connected with the child are all involved in the transfer process to make it as smooth as possible.

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

Children are well-safeguarded. The provider is aware of responsibilities to implement the Statutory Framework of the Early Years Foundation Stage. Staff are aware of their

individual roles and responsibilities in protecting the children in their care. They understand the signs and symptoms to be aware of that would give them concerns for a child's welfare. They know when and from whom to seek advice. Any concerns are immediately acted upon. Recruitment procedures are good to ensure that all staff working with the children are checked as totally suitable to do so. Induction procedures are in place to help and support new staff and students. Appraisals and supervision meetings are used to identify any areas for improvement. The provider is very 'hands on' and supportive of all staff. She leads by example and encourages staff to reach their full potential. For example, regular appraisals and a robust induction help to support staff and ensure that they have the opportunities for continual professional development and further training.

The management team demonstrates a good capacity to maintain continuous improvement. Partnerships with parents are effective and they speak highly of the 'parent liaison manager', 'welcoming staff' and being 'involved' and feeling 'valued'. Questionnaires are sent to the parents yearly. The nursery places a strong emphasis on promoting inclusion for all children, including those with special educational needs and/or disabilities. Monitoring of the educational programmes is good. Senior staff take responsibility for overseeing the planning arrangements, to ensure children are offered a interesting educational programme which support their learning. The nursery management is keen to provide a high quality service for children and families and monitor all aspects of the nursery. For example, the staff team together with the parents make recommendations on the 'policy of the month'. This helps them to understand the aims and responsibilities of the nursery. The nursery is committed to working in partnership with other professionals, such as occupational therapists and speech therapists. Therefore, the needs of all children are met, with any additional support they may need being accessed.

The management team has built up effective links and works in partnership with the local authority development workers, and together they identify areas for further development. This is consistent and ensures children's development is supported and also parents' needs and wishes are adhered to. They are in the process of completing an updated self-evaluation to ensure they are working in line with the Early Years Foundation Stage, identifying their strengths and weaknesses. However, there is scope to develop the current self-evaluation practices to ensure the views of parents and children are taken into account as well as possible to drive improvement further.

Staff and management promote the inclusion of all children, resulting in every child achieving to their full potential as they develop the skills needed for their continued learning and development. There is a strong and focused ambition to improve their practice and care that the children receive. Staff provide good information about the children's learning and development. For example, each child receives a certificate monthly to demonstrate their individual learning target. The staff team is well-organised and deployed efficiently both indoors and outside. This means children are supervised well and supported effectively in their learning.

The nursery has a good policy and procedure in place to help children move to the next stage of their early education. When children are moving on to school they invite the teachers from the schools into the nursery to meet the children. They share the children's

learning records. Staff complete reports for reception teachers and also take the children to visit the school to which they will be going. This helps good continuity of care and education.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	511540
<b>Local authority</b>	Swindon
<b>Inspection number</b>	843338
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Sandria Murkin
<b>Date of previous inspection</b>	18/02/2010
<b>Telephone number</b>	01793 861268

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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