

Westside Day Nursery

The Acorns Children's Centre, Nestor Grove, Bilton Grange, HULL, HU9 4DB

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| Inspection date | 19/08/2013 |
| Previous inspection date | 15/11/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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

- Staff regularly observe and assess children to support and plan for their individual interests and learning very well. This results in children making good progress relevant to their starting points.
- Children are very secure in their attachments with their key person and staff because they are sensitive and knowledgeable about children's individual needs. Consequently, children are very confident and motivated in their play and learning.
- Staff work very effectively with parents and their children. As a result, parents are highly satisfied with the good level of care and support provided and well informed of their children's ongoing learning and progress.
- The partnerships formed with other early years providers and partner agencies are good. This results in children's transitions and individual needs being managed effectively through an inclusive shared approach to their ongoing learning and development.

It is not yet outstanding because

- There is scope to further extend the good opportunities for the babies and toddlers to explore more sensory and natural resources, to further enrich their experiences.
- Opportunities for children to become more familiar with information technology is not fully explored, for example, to extend the use of age-appropriate learning activities through the computer and interactive whiteboard.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities with the children and staff in the nursery both inside and outside during the inspection.
- The inspector looked at children's observations, assessments and planning.
- The inspector looked at all relevant documents, policies, procedures, risk assessments and the nursery's monitoring and self-evaluation.
- The inspector took account of the views of parents spoken to on the day and from written information.

Inspector

Christine Tipple

Full Report

Information about the setting

Westside Day Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of three nurseries privately owned and managed by West Side Nursery Limited. It is situated in the Acorn Children's Centre in the Bilton Grange area of Hull. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round, except for the Christmas period and bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 74 children attending; all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 12 members of childcare staff. All hold appropriate early years qualifications from level 3 to 5. The nursery supports children with special educational needs and/or disabilities. They are members of the local authority early years cluster and management group and are on the children's centre advisory board.

What the setting needs to do to improve further

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

- build on the range of sensory and more natural resources for the younger children to explore, in order to further enhance their experiences both inside and outside. For example, by planting different herbs and plants and extending the selection of tactile resources through treasure baskets
- extend opportunities for older children to access information technology, for example, the computer and interactive white board, to further enhance their independent learning through age-appropriate programs.

Inspection judgements

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

The 'all about me' form is shared with the parents to complete as their child starts nursery. This provides staff with information on each child's routines, needs and current interests. These assist staff to identify children's initial starting points on which to develop. Staff complete regular observations and assessments of the children to track their play and learning experiences. This enables them to clearly identify children's achievements

and their next steps. These are taken forward in the planning to ensure the activities and resources support all the children to make good progress. This information is recorded in children's individual learning files and includes photographs of them at their activities. Parents can share in their children's learning through regular contact both daily and at meetings with their children's key person. They use the comments sheets to share what activities and interests their children have and do at home, this approach successfully supports their ongoing learning experiences.

Children happily come into the nursery and enjoy the freedom to be outside which is well promoted by the staff. The good use of the space enables all the children to be active and develop their physical skills very well. The younger children confidently climb the wooden steps to the playhouse or balance on the tyres with staff's support and encouragement. The running up and down the mound outside provides different challenges for the children which they readily engage in with growing confidence. The older children dig out a 'river' in the outside sand pit and fill this with water from the pump. The staff and children make 'fish' to swim in the river with paper clips attached so magnets 'catch' the fish. Children mix the sand with black paint to make 'tarmac' to put on the path to repair it as they had seen this being done on the road. The mud kitchen is enjoyed by the older boys who collect the soil and mix the mud ready to make the cakes which they bake in the toy oven outside. The younger children use sand and water to make their 'chocolate cakes'. These activities fully enhance and develop children's own ideas and imagination, to explore and use resources creatively. The garden area provides opportunities to grow different foods which are harvested and eaten by the children. However, the range of other good sensory experiences provided for the younger children is not fully extended; to enable them to further explore different textures and more natural resources. For example, children do not grow different herbs and plants outside and there is a limited selection of tactile resources used in the treasure baskets. As a result, their experiences are not always as rich as possible.

The staff use the 'Every Child a Talker' programme with the children. Staff ensure communication is tailored to children's needs. The use of songs, rhymes and the sounding out of letters and sounds are well promoted along with signing, so all children develop their communication, speech and language effectively. There are daily opportunities for the children to share and listen to each other's news at group time. The provision of community spaces, such as the tree den outside, enables the children to talk with their friends or to look at books and provides a place to hide when playing hide and seek. This results in children being confident to express their needs and be actively engaged in their learning. The children have various games that promote number skills, matching and sequencing. The use of construction and jigsaws provide other challenges for the children to assess size and shape. The water play enables them to fill and empty various containers and pour water down guttering on different levels. These support children's mathematical skills very well through the different activities.

Staff support the children in their use of information technology, such as story and music discs and other programmable toys. The children have access to an interactive white board and computer that offers additional learning activities, such as mathematical and literacy. However, this is not always working, to enable them to independently manage age-appropriate programs on the computer. This results in not fully extending their

understanding in how they use technology for different learning purposes. Children enjoy the various creative resources that promote their interests, such as, model making, collages with textured materials, making marks and patterns in the foam or custard. These support the children to experience different ways to explore and express their own ideas. The children use a range of tools and various writing materials that promote writing for a purpose that supports their early literacy skills very well. The good range of learning experiences provided for all the children prepares them well to move onto the next stage in their learning.

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

The staff are responsive and sensitive to children's individual needs and this enables them to form secure attachments with their key person and staff. As a result, children are settled, engaged and motivated in their play and learning. Staff provide a positive and inclusive environment where all children take part and develop their skills. Key persons follow guidance from other professionals, such as speech and language and health, to ensure children receive consistent levels of support that effectively promote their learning and development. The range of good, accessible resources and equipment in all areas of the nursery offers a stimulating and attractive environment that is very welcoming for the children. This results in supporting their ongoing interests and independence very well.

Transitions are managed positively from when the children start. Settling-in is managed successfully with the parents and children to ensure this is individual to their needs. Moving areas within the nursery is managed sensitively with the parents and children to build new relationships with the key worker and other children. This enables them to be well prepared for the new challenges in their learning. The partnerships with the schools are established through shared visits and information provided in the transition form for each child. This ensures a positive approach to children's continuity in their learning as they move on.

Healthy lifestyles are encouraged through activities with the children, such as physical exercise and what foods are good for you. Children follow the routines well in managing their personal care. Meals and snacks are provided for the children and these follow the 'Eat better, start better' programme that offers a nutritional and balanced diet for the children. They help prepare their snacks and serve themselves at mealtimes in support of their growing independence. Staff provide a caring environment for the children where they feel safe and start to become aware of others around them. The staff positively encourage the children in their play and learning, to build their self-assurance. The use of puppets provides a visual approach to support children to share their feelings and this is effective in enabling all children to express their needs. The children's participation in activities encourages them to share and take turns. Consequently, children's behaviour is good. Children show a strong sense of security in the nursery. Group time offers valuable discussions and activities about keeping safe. Visits from the emergency services and outings in the community reinforce and foster children's awareness of safety issues. This supports them to take informed levels of responsibility for their own well-being, such as being aware of their surroundings and when to seek assistance.

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

The monitoring of the teaching and learning is managed effectively as a team. Peer support enables staff to reflect on their practice and assess the learning environment for the children. The planning coordinator provides an overview of all areas of learning, to assist staff to identify any areas where further support and challenges are needed for children's ongoing progress. The management, staff, children, parents and other professional partners all actively contribute to the nursery's self-evaluation. This results in a detailed development plan that ensures the ongoing level of quality care and learning continues to be maintained and improved upon. All staff fully understand safeguarding issues and are aware of the procedures to follow if they have any concerns about a child's well-being. Their knowledge and skills are underpinned through up-to-date training.

The comprehensive risk assessments cover all areas of the nursery to clearly identify hazards children may come into contact with. These are reviewed regularly along with all the policies, procedures and other documentation to ensure these meet current guidelines and practices. All staff take a shared responsibility to maintain and update records and take all possible steps to ensure the health and safety of the children attending. The recruitment and selection procedures are secure and ensure all steps are taken on the suitability of the staff to work with the children. The support for staff is very good and this is managed effectively through regular supervision, team meetings, staff appraisals and access to training and higher qualifications. This enables them to continue to extend their skills and knowledge.

Staff work very positively with other professionals and agencies to support children with special educational needs and/or disabilities who attend the nursery. This provides a consistent and targeted approach for the children, enabling them to achieve and make progress relevant to their needs. The partnership formed with parents is very good. The daily contact with staff and the two-way flow of information is highly valued by them. The sharing of the activity bags from the nursery enables parents to enhance their children's interests at home. This enables them to contribute and be engaged in their children's learning and progress. Parents are very happy with the care and support their children receive from the staff who are 'very welcoming and enthusiastic in what they do'. They comment on the positive development of their children's speech, language and social skills. They value the opportunities to attend the open evenings, the stay and play sessions and family fun days. They see how happy their children are in the nursery and their close attachments to the staff. They comment on the positive range of activities and the fun their children experience at nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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

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| Unique reference number | EY349651 |
| Local authority | Kingston upon Hull |
| Inspection number | 915555 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 46 |
| Number of children on roll | 74 |
| Name of provider | West Side Day Nursery Limited |
| Date of previous inspection | 15/11/2011 |
| Telephone number | 01482 710991 |

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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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Piccadilly Gate
Store St
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