

West Point House Private Day Nursery

49 Kingston Avenue, ILKESTON, Derbyshire, DE7 4BD

Inspection date	23/08/2013
Previous inspection date	18/12/2009

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

- Children feel safe and secure within the nursery because they operate an effective, well-organised key person system, which also helps children to form secure attachments.
- Children make good progress in their learning and development because staff provide challenging experiences that stimulate and meet their individual needs well.
- Children's safety is effectively promoted through the implementation of good safeguarding and welfare procedures, which help keep the children safe at all times.
- Effective partnerships with parents and others, make an efficient contribution to children's individual care, learning and development.

It is not yet outstanding because

- Monitoring of staff performance is not always effective in ensuring all staff working with the pre-school children make the most of every opportunity to extend children's learning.
- Opportunities for older children to advance their movement skills have not been fully embraced, because the equipment does not fully challenge their physical development.

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 spoke to the children, parents and staff and held discussions with the provider and management.
 - The inspector observed free play, focused activities, outside play and mealtimes.
 - The inspector went into the individual rooms of the nursery.
 - The inspector held a joint observation with the manager.
 - The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with
- the children, the provider's documentation, policies and procedures and improvement plan.

Inspector

Janice Hughes

Full Report

Information about the setting

West Point House Nursery opened in 1997 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned privately and operates from converted domestic premises in Ilkeston, in Derbyshire. The nursery serves the local and surrounding area and is accessible to all children. It operates from three main playrooms and associated facilities and there is an area available for outdoor play.

The nursery is open each weekday from 7am to 6.30 pm all year round, with the exception of bank holidays and a week at Christmas. There are currently 70 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 13 members of staff who have direct contact with the children. Of these, all hold appropriate early years qualifications at level 3 and above. The owner holds Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff performance to ensure all staff have the knowledge and understanding about how to expand children's learning through play and activities
- develop further opportunities for older children to advance their physical development fully, for example, by ensuring the equipment available for them to use, challenges their movement skills effectively.

Inspection judgements

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

Children are very happy and contented at this friendly and welcoming nursery. Staff have a secure knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They obtain relevant information from parents about their children at settling-in times. They use this information effectively along with their own initial assessments to create the children's 'starting points'. As a result, staff can plan activities that interest the children from the beginning. Consequently, children

settle quickly into the nursery routine. Staff continue to teach, observe and assess the children while they play and analyse the information they obtain to identify children's next steps of learning and inform their planning. As a result, staff provide stimulating and challenging activities to meet children's needs and children make good progress towards the early learning goals. The assessment and tracking of children's achievements are robust enough to enable key persons to successfully complete the progress check at age two and identify any gaps in children's learning. This enables them to be able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. Children are acquiring good skills and learning to prepare them in readiness for school.

The nursery is a hive of activity where children learn through exciting and purposeful activities. Staff interact positively with children and are fully committed to their learning. They promote and enhance learning through play with positive attitudes and in the main, good teaching. Children are motivated by staff who show their own enthusiasm during activities. They concentrate and listen to instructions and independently choose their play. They are engaged and show curiosity. However, there are occasions when older children's learning is not always fully expanded. For example, children thoroughly enjoy spotting the butterflies in the garden. They fetch a book about different species of butterflies and try and match the patterns. This moves onto looking at the snails. Children and the member of staff talk about the snail. However, she tells the children they need a magnifying glass to see the patterns, but does not fetch one and the learning about the natural world stops.

The baby room is relaxing and calm and staff tune into the babies needs sensitively because they know the babies well. They talk and play with them skilfully and efficiently acknowledge the sounds and gestures they make to help communication skills. Babies display confidence in their surroundings and make choices with support from staff that arouse their interest or curiosity. They have sensory experiences, which helps them to learn about the world around them. For instance, they thoroughly enjoy feeling and exploring the water in the garden. They smile and giggle as they splash the water and try to paint their hands with brushes. This activity also help babies' handling skills and builds their self-esteem, as staff praise their efforts well.

Children have opportunities to develop most of their physical skills effectively. Young children learn to handle toys skilfully as they put shapes into shape sorters or bang and shake musical instruments. They move around the outside environment and use a variety of equipment as they climb, balance, and ride sit-and-ride toys negotiating obstacles as they scoot and pedal. However, the equipment for the older children in the pre-school is too small to enable them to challenge their movement skills effectively.

Children's communication and language skills are fostered well. Staff constantly talk to the children throughout the day. They ask open-ended questions and hold purposeful conversations about what they are doing. Children participate with enthusiasm as they sing popular rhymes, using actions skilfully. Older children develop their literacy skills as they enjoy stories, they sit attentively and listen. They answer questions and repeat the end of sentences with excitement and refer to sounds of the alphabet well. They learn early writing skills efficiently as they begin to write for a purpose, such as writing

sentences, shopping lists and writing their names accurately on their pieces of art work. As a result, the children are demonstrating the characteristics of effective learners because they are making predictions and thinking. Young children love using the book area, which is comfortable and attractive. They sit with staff listening to stories. Older children use the books independently. They turn pages correctly and discuss the pictures on the page. This helps children to understand that books bring pleasure. There are a good selection of books that are easily accessible to the children throughout the nursery.

Staff promote early mathematical skills well. Children use everyday routines and a selection of good games and equipment that offer opportunities for counting. They sing popular number songs with excitement and staff plan mathematical activities, for example, in the cooking activities. Here, children estimate whether the ingredients are 'heavy' or 'light' and calculate the weight using scales. Children use computers skilfully as they negotiate the control of the 'mouse' to play sound and matching games. These activities also help children with their readiness for school.

Parents are well informed about the progress of their children. They receive termly summaries of their children's progress and are given opportunities to discuss these at open evenings. Staff and parents chat at pick up times about what the children have been doing. As a result, parents can talk to their children at home about the achievements and things their children have done at nursery. Staff provide parents with suggestions of how they can help their children at home, such as learning new songs and involving them with their children's next steps in learning. They also enjoy being involved with the pre-school children's 'Graduation'.

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

Staff welcome children warmly on arrival. Children are extremely well settled and secure and they enjoy trusting relationships with staff. This results in the warm, happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is well fostered. Staff are caring towards children and treat them with respect and affection. Young children enjoy a relaxing cuddle as they wake, allowing them time to ease back into play and exploration. Children seek out staff for support, reassurance or just to share in their play. Children benefit from individually planned settling in arrangements when they first start at the nursery and their moves between rooms are sensitively managed. Effective arrangements are also in place to help the older children prepare for their move to school. Children have built up strong attachments and relationships with their key person. This enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and have high levels of self-esteem.

Children are learning self-help skills well. For example, pre-school children wash and dry their hands independently for snack. They then choose their own cups and plate, pour their own drink and serve themselves their food. These activities help develop children's independence and are delightful socialising times because children talk about what they have been doing throughout the day and their home lives. Children are well behaved because staff have a positive attitude to behaviour management. Consequently, children

know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. They are generous in celebrating other children's success and show pride in their own achievements. This gives them valuable experiences to learn how to interact socially.

Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of their rooms, resulting in interesting, attractive and child-friendly surroundings. The organisation of the nursery is good. Children explore a wide range of quality resources in their rooms, which cater for all areas of learning. Play materials are arranged to be easily accessible, they are clearly labelled and stored in clear boxes. This encourages children to help themselves and follow their own interests. Children gain a good sense of belonging as they see many examples of their artwork and photographs displayed.

Staff promote healthy lifestyles by reinforcing good hygiene practice and healthy eating. Children enjoy healthy and nutritious meals, which are prepared on the premises each day and take account of their specific dietary requirements. The menus are displayed for parents daily to ensure they are kept well informed. Children eagerly discuss which foods are healthy to eat. To further the children's awareness of healthy eating staff grow fruit and vegetables with the children. Children are active and have access to fresh air daily as they enjoy the outside environment. Children are learning about keeping themselves safe. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Children have opportunities to visit the community and the library where they practise road safety.

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

Leadership and management is strong. The provider and her team have a good understanding of their responsibilities for meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children are well protected through clear safeguarding procedures. All staff complete child protection training and have a secure understanding of their responsibilities in this area. There are effective processes in place to identify and show that all staff are suitable to work with children. This includes employment and induction procedures, as well as Disclosure and Barring Service checks. The premises are secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are met in line with legal requirements. A comprehensive range of policies and procedures are in place. Documentation and records are in place to ensure children's health and safety needs are efficiently well met. For example, accident and medication records are accurately completed and contain relevant information including parents signatures. All staff hold a current paediatric first aid certificate to ensure children are safe at all times. Comprehensive risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury.

Self-evaluation of the nursery is good and identifies priorities for development. The manager and staff are dedicated and enthusiastic, and have a positive attitude to

improving the quality of care and education they provide for the children. Ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents and children, form part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for improvement. Detailed action plans are devised to address these issues. As a result, staff are able to organise how and when they might implement the improvements to better the quality of care for the children, over time. For example, the tracking processes have been improved and the staff have identified that the outside environment would benefit from being developed, which will improve children's enjoyment of outside play. The nursery has also completed successfully the actions and recommendations from the last inspection.

Monitoring of children's progress is effective and robust enough to identify any gaps in children's learning and the successful delivery of the seven areas of learning. Staff performance is in the main, good. However, some staff working with the pre-school children do not take every opportunity to fully expand children's learning. Appraisal and supervision sessions are also undertaken with staff to help improve practice, to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the nursery. They are encouraged by management to attend training to develop their knowledge and understanding to benefit the children over time. For example, some have attended, 'Every Child a Talker' training, to help increase children's language development.

The nursery is well-organised and staff work well together to provide an enabling environment. They develop strong partnerships with parents, which helps ensure they have a firm understanding of the children's and families' needs. Staff are committed to working in partnership with parents and seek their views in a variety of ways to further enhance practice, for example, through the use of daily discussions, meetings and questionnaires. Children's needs are well met through effective partnership with parents. In the event of any concerns about children's development, staff liaise with parents and external agencies to share information to implement early intervention. As a result, staff are able to receive the support they need for all children. Comments from discussions with parents indicate they are happy with the caring, friendly, staff and the service provided.

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

Unique reference number	206330
Local authority	Derbyshire
Inspection number	908881
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	70
Name of provider	Shaheen Khan
Date of previous inspection	18/12/2009
Telephone number	0115 9325718

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Type of provision

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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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