

Westview Day Nursery

35 St. Margarets Street, Bradford-on-Avon, Wiltshire, BA15 1DW

Inspection date	12/09/2013
Previous inspection date	26/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are emotionally secure and extremely thoughtful towards each other because of exceptionally strong relationships and highly positive role models by staff.
- Excellent staff deployment and vigilant supervision helps to safeguard children both on and off the premises.
- The manager provides an exemplary mentor, so that all staff provide high quality care and learning for children.
- Children are highly confident, active, independent learners, through outstanding support and an enabling environment.
- Meticulous observations and assessments mean staff are highly successful in identifying any additional needs and plan to ensure all children make rapid progress.

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 children and staff in all areas of the nursery, the garden and on a walk to the market.
- The inspector held a meeting with the management team and carried out a joint observation with the manager.
- The inspector sampled documentation, including safeguarding procedures and children's development records.
- The inspector took account of the nursery self-evaluation systems and website.
- The inspector spoke to staff, children and parents present on the day of inspection.

Inspector

Elaine Douglas

Full Report

Information about the setting

Westview Day Nursery is one of two nurseries and two after-school clubs under private management. It opened in 2001 and operates from a three-storey house in a conservation area in the centre of Bradford-on-Avon, Wiltshire. Children have use of several rooms on each floor, according to their age. They all have access to an enclosed rear garden for outdoor play. There is a car park for parents and carers. The children make frequent use of Barton Farm play area and have access to swimming sessions, sports activities and other extra-curricular activities. The nursery is open Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 212 children on roll in the early years age group. The nursery supports children who are learning English as an additional language and those with special educational needs and/or disabilities. The nursery receives funding to provide free early education for children ages two, three and four years. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are 21 members of staff, of whom two hold a level 6 early years qualification, 16 hold a level 3 qualification and three hold a level 2 qualification. A management partner holds Early Years Professional Status.

What the setting needs to do to improve further

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

- consider extending the use of more text in the outside area to enhance children's literacy development.

Inspection judgements

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

Meticulous observations and assessments ensure that staff have an extensive knowledge of children's starting points and ongoing stages of development. As a result, all children make outstanding progress. Staff accurately identify any areas requiring additional support. This means that children receive appropriate involvement from outside agencies as early as possible, which ensures all children reach their full potential. Children engage in exciting activities, which motivates them to want to join in and extend their knowledge. For example, through topics such as the North Pole and the Caribbean, they learn about environmental issues, animals and culture. Parents enthusiastically comment on their four-year-old telling them that the correct name for a reindeer is a caribou and an Eskimo is an Inuit. Children's ability to use everyday sayings in different languages, such as saying 'hello' in Japanese is impressive. Staff keep parents central to their children's learning. They invite them in to events, such as a recent teddy bears' picnic, and seek information

on activities at home to use in their planning. Children love looking through their development records, which encourages conversations and children's self-esteem at their own achievements.

Staff provide excellent interaction for children. They use every opportunity to extend children's learning, develop their language skills and challenge their thinking. For example, on a walk to the market children notice numbers on doors, road signs and learn about money. They engage in conversations about the environment and the journey they are taking. Staff observe and listen to children so that they know when to intervene. They use visual aids and sign language to provide a highly inclusive environment. This means children display impressive communication skills. Staff focus activities for toddlers to increase their vocabulary through using books, puppets and toys. Young children learn about size, through appropriate discussion, such as who has the largest or smallest hands and feet. Older children recognise their names and write recognisable letters.

Children of all ages are active learners. Staff skilfully enable them to find out through exploring and trying new skills, until they are confident to do it alone. Toddlers confidently climb and manoeuvre themselves into a low seat, promoting their physical development, while staff stay close. Staff make extensive use of the local environment, which enhances children's learning further. For example, children visit a pond, find some 'jelly stuff' and use books to discover that it is frogspawn. Then they make return trips to see how this develops into frogs. Toddlers manipulate equipment with modelling dough, and independently access art and craft to make their own designs. They persevere with their new skills and learn through trial and error. Moving the train track around until it fits, for example. Children are exceptionally confident in their learning because staff recognise the importance of promoting their key areas of development in preparation for their next stage of learning.

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

Staff work in pairs to provide a highly successful key person system. This means that children have a special person who understands them as a unique individual. In their absence, the 'buddy' member of staff knows the child equally well, to meet their care and learning needs. The key person is expert at noticing babies' signs of tiredness and responds extremely well to them. Consequently, all children develop secure emotional attachments. Staff are extremely sensitive in settling children into the nursery and when they move onto a different room or school. This is individual for each child, so they soon settle. The nursery ethos is to support the entire family in order to enhance children's well-being fully. This may include inviting older siblings into the nursery to support children at a stressful time. Children's behaviour is exemplary. They develop excellent relationships and work together harmoniously. Staff provide outstanding role models so that children who are more able spontaneously help those requiring support, holding a child's hand to help them down the stairs, for example.

The free-flow system between all areas on each floor gives children excellent space. Even babies confidently move around the rooms, opening cupboards and containers to choose

from the extensive resources. They also have photographs to choose additional resources, and children of all ages enjoy using books and story sacks. All children have daily opportunities to use the garden to explore nature and enhance their learning in all areas. However, there is less text in this environment than indoors, which slightly reduces opportunities to promote children's literacy skills further. Staff deploy themselves extremely well so that all children receive excellent interaction and supervision. Staff make excellent use of the local community to extend children's learning through real experiences, such as parks, the woods and the market. Staff are skilful at enabling children's self-sufficiency. They ask children if they require help and provide just the right amount of support for them to succeed. As a result, children are highly independent and learn life-skills from a very early age. The older children serve their meals and snacks, helping to clear away when they have finished and toddlers put on their boots, for example.

Children's safety is given the highest priority, whilst enabling their independence. For example, the enclosed stairs has safety gates so that young children cannot access them unsupervised. Staff stand at the top and bottom, while children use the low hand rail to use them safely. Children gain an excellent understanding of healthy and safe practices through activities and their daily routines. For example, staff involve older children in assessing risks before they go off the premises or in the garden. Children stop and wait for staff to say it is safe to cross the road. They demonstrate their understanding of road safety when they comment that a cat has a cut that he must have got from going in the road, which is dangerous. Children eagerly tuck into nutritional fresh cooked meals, help themselves to drinking water, and discuss their health through stories and daily routines. Children learn to manage their personal hygiene and staff protect babies health through excellent nappy changing practices.

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

The strong management team have an excellent understanding of their responsibilities in meeting the safeguarding and welfare, and learning and development requirements. They are approachable and leave the door to the office open for parents, staff and children. The manager spends time everyday working with the children and staff, providing an excellent mentor and role model. She monitors children's overall development and is extremely proactive in ensuring early intervention. All staff attend safeguarding training and they have an exceptional awareness of the policies and procedures to follow should they have a concern. Staff constantly supervises students and visitors on the premises, and only qualified staff, with rigorous checks on their suitability, carry out any intimate care. Stringent security and supervision ensures children cannot leave the premises and strangers cannot enter, in order to keep children safe. Children remain safe off the premises because staff carry out excellent risk assessments and keep a record of the details. There are strict procedures for the use of mobile phones and cameras, and for confidentiality. Staff have an excellent knowledge of these procedures to keep children safe and protect their privacy.

Parents receive extensive information on the provision, and their child's development and care. This is through daily written and verbal communications, the notice board, emails and regular progress reports, as well as more formal parents' evenings. Parents receive excellent information on the purpose of their child's two-year-old progress check, which highlights children's development in the prime areas of learning. Staff work very closely with parents to ensure consistent strategies when supporting children's special educational needs, such as attending meetings and training together. The manager attends other settings sharing care of children and request that they communicate regularly using the home link books. This is so that they can work together to provide consistent care and learning for children. Children benefit from excellent partnerships with outside agencies, providing additional support for their development and welfare.

The management team demonstrate a very strong commitment to continuous improvement. The well-documented pursuit of excellence accurately identifies the most significant actions to benefit the children. For example, they are currently developing the main garden to enhance the outdoor classroom; ensuring resources are more easily accessible to promote all areas of learning. The nursery's self-evaluation systems includes, staff, parents and children's feedback, this means that they have a clear vision of how to meet the needs of their users. As a result, staff now invite parents to stay and play sessions, to see the benefits of activities and try them at home. Staff comment very positively on the support they receive and the high expectations of the management team. The induction for staff, ongoing supervision, and peer-to-peer observations, ensures they understand and highly effectively implement the nursery policies and procedures. This promotes children's welfare extremely well.

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	162004
Local authority	Wiltshire
Inspection number	935788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	212
Name of provider	Mark Kendall and Arlene Cadow Partnership
Date of previous inspection	26/10/2009
Telephone number	01225 864544

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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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