

Westmill Nursery

Westmill Village Hall, Westmill, BUNTINGFORD, Hertfordshire, SG9 9LJ

Inspection date

Previous inspection date

20/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 give the highest priority to ensure that all children are safeguarded. They have a detailed understanding of their individual responsibilities to protect children from harm and they successfully minimise any potential risks to children.
- Children are making very good progress because they are provided with a stimulating range of interesting and challenging activities. These are firmly based on the accurate tracking of children's individual abilities and interests.
- Children are forming secure emotional attachments to the staff, which provides them with a solid base from which they develop their independence and explore their learning.
- Strong partnerships with the parents, local community and other settings, ensure that children are well supported through changes in their lives.

It is not yet outstanding because

- Sometimes, older and more able children are not frequently challenged in their physical skills and competency in using large scale climbing equipment.
- There is scope to improve the effectiveness of self-evaluation in order to sharply focus the priorities and plans for improvement and their impact on children's continuing achievements.

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.

Inspection activities

- The inspector observed staff and children engaging in activities in the main hall, outdoor area and secret garden and walking in the village.
- The inspector held a meeting with the joint managers, talked to staff and key persons about children's progress.
- The inspector examined a selection of documentation, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Susan Parker

Full Report

Information about the setting

Westmill Nursery was registered in 2013 on the Early Years Register. It is a re-registration of the existing nursery because of new ownership. It is situated in the village hall in Westmill village, Hertfordshire. The nursery is privately owned and it serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play. The nursery has pet fish.

The nursery employs eight members of child care staff. Of these, one member of staff holds a level 2 qualification with Early Years Professional status, seven are level 3 including one with Early Years Professional status. The nursery cares for children aged two-four and are eligible to receive funding for two-year-olds and three-and four-year-olds.

There are approximately 37 children attending who are in the early years age group. Children attend for a variety of sessions. The nursery is open Monday to Friday during school term times. Sessions are from 9.20am to 1.20pm with an extended session operating from 9.20am to 2.20pm on Monday through to Thursday. The nursery provides support for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase the frequency of opportunities for children to experience using challenging physical equipment to further increase their skills in this area
- expand the focus of the planned priorities for improvement and their impact on enhancing children's continuing achievements.

Inspection judgements

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

Children flourish and are very motivated to learn in this high quality nursery. Staff have a comprehensive knowledge of the learning and development requirements and they display a very good understanding of how to engage children. For example, staff are skilful in encouraging and tempting new starters into the activity. This contributes strongly to children's developing confidence and self-esteem. Special tasks, such as being 'Officer' of the day, give children the opportunity to work with one member of staff preparing snack,

ensuring tables are free from germs and learning responsibility. Children display pride wearing the 'Officer' badge and they show a sense of confidence and self-assurance. This is particularly effective for children with special educational needs and/or disabilities because they receive good quality one to one teaching from staff. Children's progress records show that all children with special educational needs are making good progress, over time, given their starting points.

Children arrive and self-register by putting their name under the column for their snack choice of the day. Children who have been attending for a short time have mastered this activity, which shows that they are keen to explore and learn. They are invited to join in and explore the creatively set out resources by skilled staff. For example, the counting and matching elephants are delightfully positioned holding onto each other's tails in different sizes, colours and patterns. Staff are attentive, guiding children's exploration by asking about the different colours and sizes of the elephants, drawing out language and thinking.

All children are making very good progress in the prime areas of learning. Communication is highly prioritised by staff who use clear language, facial expressions, gestures and sign language. This gives children the skills they need to communicate and create close relationships with staff and each other. Children's personal, social and emotional development is good. Young children display their growing independence as they begin to show the ability to dress themselves and share toys. Staff are always on hand, giving support, encouragement and praise to children, promoting their glowing sense of pride in their achievements.

Children enjoy books and their emerging writing skills are developing rapidly. Familiar names and labels displayed all around the nursery enable children to recognise words and letters. Children see their names written on their pegs, on name cards for their snack and on their lunch bags and displayed on their artworks. This encourages even young children to take pride in and have a go at their early writing skills. The outdoor environment is readily accessible and encourages children of all ages to explore, be physically active and have first-hand experiences of the changing seasons and weather. Children have daily opportunities to develop their large muscle control and coordination as they climb on the small climbing frames, slide and balance in the secret garden. However, for older and more agile children, the climbing frames are not effectively challenging, which means their physical skills are sometimes not as well promoted as possible. Occasional visits to the local park to use large apparatus, nature walks and visiting the local community, enhances children's physical abilities.

Assessments for children are clear and sharply focused on what they know and can do. These are based on staff's very good partnership with parents, which enables staff to gain a good knowledge about the children and their families. They effectively use a successful system, which clearly tracks children's good learning and progress. Staff deliver an exciting, individually tailored range of experiences and challenges for children. These are firmly based on children's current interests and abilities. Regular monitoring and assessment of children, ensures that children who are, or could possibly fall below their expected levels of development, receive targeted support and appropriate intervention. Clear records of children's progress shows that gaps in children's learning are closing rapidly.

Effective partnerships with parents ensure that the recording and assessment of children's starting points and the monitoring their ongoing progress is a joint process. Parents are fully involved in extending learning at home. They are updated daily on what the children have been doing and parent's ideas and views are included in plans for their children's next steps. Older children's readiness for moving onto other settings or full-time school is very well supported by staff. They ensure that children regularly practise the skills they will need in the next stages of their learning. For example, children practice putting on and taking off their PE kits. Schools comment that 'Westmill' children are extremely well prepared for school.

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

Prior to starting at this nursery, parents and children visit and meet their allocated key person. They are given a photographic book showing all the play opportunities, toys and the staff they will meet in the nursery. Individually tailored settling in processes ensures that children quickly settle. Children display high levels of confidence in this vibrant nursery. Staff provide a wealth of interesting resources to tempt the children to try for themselves. For example, the bright and friendly monkey water dispenser is a favourite of new starters. Their attraction to it encourages children to drink more water and, therefore, develop a good attitude to a healthy lifestyle.

Children show that they are forming fond bonds and attachments with each other and with all members of staff. Key persons offer a caring and nurturing attitude, which comforts and reassures children and parents when they first start. Staff sensitively monitor children as they settle to ensure that each child thoroughly enjoys their learning. The skilled staff work closely with parents to ensure that they have an accurate and detailed knowledge of the individual needs of each of the children in their care.

Children show a very good awareness of their own personal safety. For example, they are required to wear high visibility jackets and hold onto a 'walking rope' when taking part in activities in the village. Staff consistently remind them to listen as well as look for vehicles, be aware of pot holes and sharp fences. Children's behaviour is very good and even young children show awareness of the safety of their friends as they carefully avoid bumping into each other as they sing and exercise on the carpet. Staff support children's good behaviour by using calm and collaborative management methods. This results in children receiving clear and consistent messages about behaving safely and responsibly while playing and exploring.

Children's understanding about the importance of good hygiene procedures are very good. They routinely use soap to wash their hands, remembering to turn the tap off afterwards. Children enjoy a wealth of nutritious snacks and cookery activities, which are carefully monitored to ensure that children are only in contact with appropriate ingredients that meet their individual dietary requirements. Children learn about the need for a healthy lifestyle, fresh air and exercise on their bodies as they participate in action rhymes and fun physical activities.

The strong professional links between all adults and professionals in the children's lives, promotes children's well-being. This results, children who are confident, capable and who are ready to welcome new challenges into their lives. Staff have established and successfully engage in professional working relationships with other providers and they have established good systems to support children moving onto local nurseries and school.

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

The protection, welfare and safety of children are of high priority for all members of staff in this nursery. Robust safeguarding procedures, risk assessments and staff vigilance protect children. All staff have received training on safeguarding children and they display a detailed knowledge of the procedures to follow should they have a concern about a child. Staff are fully committed to their fundamental role and responsibility to protect children.

Robust procedures ensure that all employees are suitable to work with children. Staff are regularly monitored by the managers to ensure their practice is of good quality at all times. This enables the staff and managers to identify any strengths and address any weaknesses in staff practice. Good systems for professional supervision are in place, these are based on staff appraisals and discussions during one-to-one meetings with their line manager. This results in well qualified and skilled staff.

Good partnerships between the nursery, parents and external agencies ensure that children's needs are quickly identified and effectively met. Accurate information about the children is shared to ensure they receive a collaborative response, which enhances children's abilities to make good progress based on their starting points.

The managers are effective in monitoring the nursery's very good implementation of the learning and development requirements to ensure all children make good progress. The nursery has developed a, mostly, effective self-evaluation process. The views of all staff, parents and children are sought, valued and included. This information is organised to form some action plans to implement further ideas for improvements. However, there is scope to expand the focus of the planned priorities for improvement and their impact on continuing to enhancing children's good progress.

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	EY460803
Local authority	Hertfordshire
Inspection number	910099
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	37
Name of provider	Westmill Nursery Partnership
Date of previous inspection	not applicable
Telephone number	01763 273005

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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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