

# Westbourne House Nursery Ltd

Westbourne House Nursery, 7 Newcastle Street, WORKSOP, Nottinghamshire, S80 2AS

## Inspection date

04/11/2013

Previous inspection date

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

- Children who require extra support are effectively supported in their learning, development and general welfare. A very positive approach to inclusion is securely embedded by the effective skills of the practitioner team.
- The well-established practitioner team deploy themselves effectively to ensure children's learning and care needs are met successfully. As a result, secure attachments are developed and children are settled, happy and supported well in their care, learning and development.
- Children are making good progress given their starting points. This is because practitioners have a good understanding of how children learn through play and implement effective teaching skills to further enhance children's learning.

### It is not yet outstanding because

- There is scope to further enhance the youngest children's already good self-esteem and confidence by more effectively engaging and praising their discoveries and achievements.
- Some areas of the nursery are well-used and are in need of more robust maintenance to continue to provide an overall welcoming and stimulating environment for children.

## 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 with the manager, owner, practitioners and interacted with the children at appropriate times throughout the inspection, both indoors and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, children's records, planning documentation, attendance records, accident records, medication records, safeguarding procedures and sampled written policies.

## Inspector

Judith Rayner

## Full report

### Information about the setting

Westbourne House Nursery Ltd has been established for 12 years and re-opened as a Limited Company in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted Victorian house in Worksop, Nottinghamshire and is privately owned. The nursery serves the local area and is accessible to all children. It has two enclosed areas available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, two at level 4, one at level 2, three at level 6 including two with Early Years Professional Status. The nursery opens Monday to Friday all year round with the exception of closing for a week at Christmas and all public bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 138 children attending who are in the early years age group. An after school and holiday care club is accessible for children over the age of five years. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- enhance further the youngest children's already good levels of self-esteem and confidence by more actively engaging, praising and affirming their discovery and achievements
- review the way the maintenance of the premises is implemented to continue to provide a welcoming and stimulating environment which supports children's all-round development.

### Inspection judgements

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

The quality of teaching is good and children are making good progress from their starting points. Practitioners are skilful in engaging and enthusing children to have a go, explore and investigate the toys and activities. Practitioners have a good understanding of how to provide activities and experiences while building on children's interests. Play is purposely planned to reflect individual children's interests and age and stage of development, because practitioners have a good understanding of child development and how children

learn through play. As a result, children are confident and feel secure to be challenged in new activities and experiences. Children's progress is tracked robustly and practitioners refer to and successfully implement the Statutory framework for the Early Years Foundation Stage in to their practice. Each child has their own 'Development file' which is shared with parents to help them understand how well their child is progressing. Useful information is gathered from parents when the child first starts at the setting and practitioners use this as a base line to plan tailored and relevant activities for individual children. Practitioners also complete robust observations and assessments which allow them to ensure children are making good progress. They are familiar with the 'progress check at age two' and complete this when necessary. Practitioners value the input from teachers in also helping children enhance their skills in readiness for attending school. For example, they use group discussion times to help children learn to sit for longer periods of time in a larger group, so that they gain the kind of experiences they will need when moving on to their next stage of their learning.

Practitioners sensitively provide suggestions and share activities and experiences that the children have undertaken at the nursery and encourage parents to continue this at home. For example, children are encouraged to enter poetry competitions to support their literacy skills. Parents are also encouraged to help and support their child to make marks and recognise letters of the alphabet. Practitioners work sensitively with children who require extra support, such as children with English as an additional language. A range of written words are displayed around the room to support practitioners in quickly communicating with children in their home language, as part of the effective steps taken to support their overall language and communication skills.

Practitioners in the pre-school room are skilful and enthusiast teachers. They effectively use open-ended questions to encourage children to think and work out problems. This enables and encourages children to be interested and eager to try challenging and new experiences as well as consolidate what they already know and can do. For example, during story time children show good levels of concentration and enthusiasm while they participate in the activity. They shout out which way the book should be read and understand where the authors name on the front of the book is written. They confidently demonstrate how certain actions represent aspects of the story, such as moving their arms from side to side while making 'swishing' sounds for the long wavy grass. Children know the story well, anticipating what may be happening next. This demonstrates how practitioners are positive in the way they enhance children's already good language and communication and literacy skills. Children are developing their mathematical skills well during daily tasks. For example, when lining up to go inside they help the practitioner count the number of children in the line. This is repeated inside, consolidating their understanding of numbers and counting, while also learning about the steps taken to keep them safe. Children enjoy making marks using various tools, including felt tip pens, pencils and paint brushes. They enhance their literacy skills making marks on music sheets while using their imaginative skills pretending to be the teachers. They show good levels of self-esteem and confidence as they explore independently, knowing what activities they wish to play with. Furthermore, practitioners use daily routines to enhance children's learning. For example, during snack time children learn to use knives safely as they attempt to cut up pieces of fruit. This helps children enhance their hand and finger control as well as their language, mathematical and understanding of the world skills, as practitioners talk

about shapes, size and where the fruit has come from.

Babies thrive in the care of practitioners who are skilful and knowledgeable of child development and plan play to support their all-round development. Babies feel safe and secure to explore and investigate because practitioners create a stimulating and calm environment. For example, practitioners sit on the floor while introducing a colourful, spinning light activity. Babies quickly crawl or toddle over to the practitioner and sit watching the lights move. They feel safe to reach out to touch and hold the activity showing good levels of curiosity and pleasure as they broadly smile once they have achieved their aim. Practitioners talk to babies in calm and clear voices, using lots of smiles and facial expressions to enhance babies communication and language skills. Furthermore, babies thoroughly enjoy exploring by themselves because practitioners place activities on the floor which entices children to use their large muscle skills to pull themselves up or move around the room safely. Slightly older babies enjoy exploring with textures as they climb in and out of low-level containers filled with cereal and objects which is placed carefully on the floor. Some babies particularly show good levels of confidence while concentrating using their small muscle and hand-eye coordination skills to manoeuvre beads on a wire backwards and forwards. They smile and repeat the activity over and over again, looking at practitioners. However, some practitioners do not always quickly respond to the babies' achievements and happiness to further enhance their already good levels of self-esteem. Practitioners skilfully follow child-initiated play with toy cars to enhance babies cooperative and imaginative play. They encourage babies to push the cars backwards and forwards to one another and make 'brmm' sounds representing the cars as they move. Babies eagerly copy and giggle as the cars fall off the table, picking them back up to repeat the activity.

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

Children who require extra support are effectively supported in their learning, development and general welfare. A very positive approach to inclusion is securely embedded by the effective skills of the practitioner team. The nursery works very closely with external agencies to maximise children's all-round development while meeting their ongoing and changing needs. Practitioners skilfully use signs and symbols to enhance the already good communication and language skills of children, while encouraging all children to be involved in activities and have a secure sense of belonging.

Attachments between children and practitioners are strong and promote their physical and emotional well-being. Children are happy and settled. Children are well-supported during their transitions from home, between rooms and their move on to school. Practitioners work sensitively with parents and children helping them have a smooth and seamless approach to their next stage in their learning. For example, parents are consulted early on regarding their child moving on to the next room for their next steps in their learning. Visits are gradually introduced and each key person links closely with the next key person to ensure all relevant information is shared to support children, while they settle at their own pace. As a result, children settle and engage in play while beginning to develop

secure attachments with their new key person. Practitioners enhance children's confidence by praising them and using positive reinforcement, helping them feel secure to try new and challenging activities. Practitioners are enthusiastic in encouraging children to be involved, which helps children feel valued. For example, in the pre-school room practitioners enthuse and motivate children. As a result, children excitedly help tidy away the toys as they help one another to lift, stack and fill boxes with toys.

The environment is safe and suitable for all children. However, some areas of the nursery are well-used and are in need of more robust maintenance to continue to provide an overall stimulating and welcoming environment that fully supports and enhances effective learning. Toys and resources are used well and children show good levels of independence as they self-select toys and activities of their choice because practitioners have placed them accessible to all children, whether presented on the floor or on low-level tables and shelving areas. Children spend regular time outside in the fresh air. Children actively learn the benefits from physical activity while enjoying the fresh air and the good range of toys and resources on a daily basis.

Practitioners promote children's learning about being healthy and keeping safe by involving children during daily experiences. For example, although children know the importance of washing their hands before eating, practitioners talk with them in more detail to embed and secure their knowledge and understanding of keeping healthy. Children understand not to jump from steps in to the dining areas inside the nursery as they may fall over and get hurt. Furthermore, children are actively involved in emergency fire drills so they learn what to do should they need to leave the building quickly. The cook plans varied, healthy and nutritious meals which successfully adhere to children's individual dietary needs. This is because the practitioners keep the cook up-to-date with children's individual dietary needs and any changes that may occur.

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

A quality workforce is maintained by effective monitoring of practitioners performance from the management team and owner who are motivated and enthusiastic. Practitioners have remained within the nursery for significant lengths of time offering continuity of care and teaching for children. In addition they successfully work in partnership with parents and outside professionals , such as with the Early Years Specialist, to ensure children's needs are met. Robust monitoring of practitioners performance ensures children continue to benefit from the good quality teaching and overall care provided. Educational programmes are closely monitored. This ensures children are provided with a good range of varied and challenging activities and experiences in the indoor and outdoor environment. The manager and owner are enthusiastic in bringing about changes to improve the quality of the service provided. They are good role models for practitioners to follow. For example, the manager is trialling a more focused tracking system to oversee practitioners performance when observing and assessing children's individual progress. This ensures an even more sharply focused way of monitoring children's individual next

steps in their learning and provides pertinent activities to support children in their progress. Furthermore, the manager spends time in each care room within the nursery to monitor the consistency of practice. She leads by example, and performs all duties with care and consideration while supporting all practitioners as well as being an effective teacher. The management team collate the thoughts, ideas and suggestions from practitioners, children and parents, as well as external agency input. This ensures that the methods used for self-reflection and evaluation works well to enhance the all-round needs of the children, given their starting points and the needs of their family.

Partnerships with parents and others are effective. Practitioners are warm and welcoming to parents and ensure that information is effectively and sensitively exchanged. This benefits children because it enables practitioners to meet the ongoing and changing needs of children. A good range of information is attractively displayed around the nursery, such as, play plans, daily routines, key person details, policies and procedures. Information is also displayed in various languages to ensure inclusion is effectively promoted which is pertinent to those children currently attending who, for example, use English as an additional language. Parents spoken to are positive in their comments and highly value the service that is offered. They welcome the support and flexibility in meeting their changing work patterns and personal commitments as well as the ongoing and sensitive support to enhance their children's learning at home. For example, to further enhance children's literacy skills practitioners create and provide letter writing activities to help children recognise and attempt to write their surname. Partnerships with external support networks is well-embedded. Sensitive meetings are held with all those involved with the child to carefully plan and support individual children. For example, children who require extra support regarding their understanding of what is acceptable behaviour are offered individual and sensitive support by the effective teaching skills of the nursery practitioners and additional guidance from external support agencies. As a result, children behave well and learn about expectations and the consequences of their own actions.

Practitioners have a good understanding of their role and responsibility in safeguarding children. Effective training ensures that practitioners are up-to-date with current legal requirements and policies and procedures, such as the use of mobile phones and cameras within the nursery. Practitioners are confident in the procedures they would take should they have any concerns regarding a child in their care. They are familiar with individual staff roles, such as who is the designated person in safeguarding children. Secure recruitment systems are in place, ensuring all practitioners working with children are suitable to do so. This is further supported because the management team effectively monitor practitioners' performance throughout their time with the nursery. For example, frequently held appraisals, supervision, room monitoring and team meetings enable senior managers to gather information regarding staffs knowledge and skills. From this, clearly identified training is planned. This ensures all practitioners have a clear understanding and enhance their already good knowledge and implementation of the requirements of the Statutory framework for the Early Years Foundation Stage. Detailed risk assessments are carefully undertaken to ensure all areas within the nursery, including the outdoor play areas, are safe and secure for children to access. Adult-to-child ratios are maintained effectively and good deployment of practitioners offer high levels of support to all children. A good range of records, policies and procedures are maintained successfully. These are informative and used to track and identify any emerging issues and action is swiftly taken

to ensure children are continually protected and that all welfare requirements are met continually. As a result, children are cared for and supported in their learning in a secure and safe environment.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY459822
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	918171
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	138
<b>Name of provider</b>	Westbourne House Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01909470330

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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