

# Westside Day Nursery

10 Sykes Street, HULL, HU2 8AZ

## Inspection date

Previous inspection date

03/02/2014

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

- Experienced practitioners have a very good knowledge of how young children learn and develop. Consequently, they extend children's learning through play and discussions, and within child-initiated experiences and focused group-led activities.
- Children show a good level of independence for their age as a result of the carefully organised learning environments and accessible resources. This means children gain a lot of confidence and keen to engage in stimulating experiences developed to meet their interests and keep them motivated.
- The monitoring and performance management systems are used effectively to ensure the quality of observation, assessment and teaching are at a consistently high level. As a result, practitioners are inspired to improve their practice even further.

### It is not yet outstanding because

- Children in the two-year-old toddler room do not have consistently rich opportunities to learn about how to operate equipment and use mechanical toys.
- There is scope to enhance how children and families linguistic diversity is valued throughout the nursery, both indoors and outdoors.

## 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 in all the rooms and in the outdoor environments. She also observed the snack time and lunch arrangements.
- The inspector looked at children's folders, containing observations and assessment records. She also looked at the detailed planning and evidence of the suitability of staff.
- The inspector completed a joint observation with the manager. She also had discussions with the key persons.
- The inspector reviewed a sample of the nurseries policies and procedures, risk assessments and the performance monitoring procedures.
- The inspector held meetings with the manager and deputy, and directors.
- The inspector took into account the views of parents and children spoken to on the day.

## Inspector

Caroline Stott

## Full report

### Information about the setting

Westside Day Nursery registered in 2013. The nursery is an existing provision and is now one of five provisions, owned and managed by Westside Day Nursery Limited based in various locations around Hull. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from four rooms in a two storey building with associated facilities and has sole use of the premises. There are enclosed areas available for outdoor play.

The nursery employs 15 members of staff. Of these, 13 are childcare staff. One member of staff is a qualified early years teacher, one holds Early Years Professional Status and 11 hold appropriate early years qualifications at levels 4, 3 and 2. The nursery is open each weekday from 7am to 6pm, except for bank holidays. There are currently 77 children attending who are within the early years age group. 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. 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:

- enhance two-year-old children's understanding of the world further, for example, by providing a wider range of technological resources to promote their knowledge of operating equipment and mechanical toys
- enhance how linguistic diversity is valued by providing more additional resources and wording throughout the indoor and outdoor environments to reflect children's cultural backgrounds further.

## Inspection judgements

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

Children make good progress in all areas of learning because the quality of teaching is good for all children and often highly effective for three- and four-year-olds. School readiness is actively promoted in the older children's room. Practitioners challenge older children's thinking through effective questioning, which extends and develop their learning. For example, the early years teacher promotes children to actively think about problem solving in spontaneous learning opportunities. During outdoor play, children gather handfuls of leaves to create a home for animals. She asks them how many

handfuls they want and encourages them to count, then she asks them to count the difference. This stimulates their early awareness of the vocabulary involved for adding and subtraction. Experienced practitioners are sensitive to the children's thinking and learning when deciding when to interact and when to value the child's independent play. For example, toddlers eagerly play with shaving foam outside and relish showing their friends their covered hands. Baby room practitioners show babies sea creatures in the bubble water, promoting their sensory explorations. The practitioners offer a breadth of developmentally appropriate experiences from play dough in the older children's room to clay in the toddler room, and bubble blowing outside. These experiences enable children to explore and play with a wide variety of media and materials. This means children are supported well to acquire and develop more skills and progress efficiently, and to be ready for the next stages in their learning.

Practitioners are approachable and plan a good balance of child-initiated and adult-led activities which are delivered well and move children on to their next level of learning. Children's learning and development is assessed through observations, linked to children's well-being and involvement levels, and communication levels. Planning is very efficient and takes account of children's interests and their next steps of learning and development. The familiar routine of registration in the toddler room promotes children to join in with repeated refrains, enthusiastic sounds and well-known actions. This supports children's communication and listening skills effectively. However, fewer technical resources are made available for two-year-old children to use in order to explore and operate equipment and mechanical toys. This means their progress in this area is sometimes not as well supported as possible. Older children benefit from a phonic activity within group time and eagerly talk about names beginning with the letter sound. Children answer questions energetically and give meaning and understanding to their thoughts. This means children express themselves effectively and are able to make inspired comments, showing an awareness of their learning.

Partnership with parents is generally good. Parents are encouraged to have visits to the nursery with their children, to help children settle in their room with their key person. Parents complete an 'All about me' sheet, sharing what they know about their child. This enables the practitioners to gain knowledge of children's initial likes and dislikes, and care needs. Parents provide familiar words and phrases in home languages on initial language development plans. However, the nursery is not fully utilising this information to consistently embrace the dual languages children and their families use. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development. Parents feedback what children are doing at home, and these observations and comments contribute to the assessment and planning of the next steps in their child's learning. For example, a child's interest in counting stairs at home is used further at nursery by counting and sorting boxes. This actively encourages the child to sort shapes during various activities, promoting early mathematical development. Consequently, children develop overall a good range of skills to support their future learning.

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

The nursery provides a warm, safe and secure environment which is used effectively to help children to develop secure attachments to their key persons. Practitioners have a high level of awareness of keeping children safe and secure. The babies explore the den in their room, where they are encouraged to manipulate push-on lights. They seek out key persons and develop their curiosity further in the lights and sounds made in the den, by practitioners joining in with their play. The outdoor spaces provide various areas for children to explore freely, such as water trays and sand, and digging areas. Toddlers crawl through tubes and push prams over mounds. Children investigate and are curious; they use tools and handle equipment effectively, and show good control and coordination as they negotiate their way around. Pathways, playhouses and seating areas, provide ample spaces for children to become animated in their play and learning. For example, older children create a home for animals by using compost, leaves and carpet pieces. They follow each other on various vehicles, immersed in their imaginative play. This enables children to gain an understanding of the importance of outdoor play and physical exercise.

Practitioners are good role models for behaviour. They provide a calm and reassuring environment, dealing sensitively with any minor disputes. They encourage children to share, take turns and to care for each other. For example, practitioners recap how many older children can safely access the different areas at any one time. As a result, children behave very well. Children play cooperatively with others and talk confidently with visitors. For example, they eagerly discuss their favourite area to play. During activities children are encouraged to make choices, which builds the emotional resilience they need to progress to the next stage in their learning and development. Children have free-flow access to the immediate outdoor areas from their rooms. Practitioners ensure that health and hygiene is prioritised during daily routines and activities, for example, during snack and lunchtime. They use these tasks to teach children healthy eating, personal safety, and to help develop physical skills. This means children gain a lot of confidence and show a good level of independence for their age.

Transition arrangements and managing the diverse needs of all children are good. Practitioners work with families and a range of other professionals and use this knowledge of the children to shape each child's individual settling-in process. For example, practitioners and professionals meet to translate during initial meetings, for parents who speak English as an additional language. Also, a document, such as 'The information about the Early Years Foundation Stage' is translated into various languages. Parents welcome this support. Key persons aid transitions from room to room in the nursery by attending visits along with their key child, which aids children settling into their new room. The nursery invites local schools to visit and requests visits to the schools, to support children in readiness for their eventual transition. Displays about local schools and uniforms have been placed into the older room's role-play area, to help children become familiar with the new experience. Consequently, practitioners effectively support children's progress through the transitional period and provide the utmost support to prepare them for their next stage in their learning and development.

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

Safeguarding is effective because the safeguarding and welfare requirements are fully understood by the management team and all the practitioners. The owners demonstrate a sound understanding of their responsibilities to meet all the requirements of the Statutory framework for the Early Years Foundation Stage. All staff and owners have been vetted and are suitable to be around children, this includes the chef and the cleaner. Children are protected and safeguarded because the management team carry out robust recruitment for staff. Ongoing checks on practitioners to confirm their continued suitability to work with children take place during annual appraisals and regular supervision meetings and observations. This means they are able to identify strengths and areas for development when observing practitioners practice. Consequently, ongoing professional development is encouraged to strengthen individual practice, skills, knowledge and understanding even further. Children are safeguarded well in the setting because practitioners have a clear understanding of their roles and responsibilities. They know who to contact and the procedure to follow if they are worried about a child's welfare. Good systems are in place, which enhance the safeguarding practice. For example, risk assessments and policies are discussed at staff meetings. This means that children are well protected in the setting.

The educational programmes are effectively monitored by the management team, to ensure all rooms provide a broad range of learning experiences across the seven areas of learning. The management team collect data and information on children's progress, which they use effectively to identify gaps in children's learning or development. The planning coordinator monitors the planning and assessment within the nursery. This verifies that children's progress and abilities are accurately understood by their key persons and children's learning needs are provided for by re-shaping activities or the environment. For example, the pre-school room has changed the grouping of children to ensure the oldest children have challenging activities to get them ready for school. The early years teacher in this room provides effective teaching strategies to stimulate and reinforce children's learning. Practitioners hold different roles and responsibilities, such as the communication lead practitioner. These lead roles enable the team to foster a culture of mutual support and teamwork, as they strive to maintain and reach even higher achievements for the children and the nursery.

The nursery has completed a detailed self-evaluation. The management team are committed to providing a high quality service and making continuous improvements. For example, regular team meetings enable practitioners to share their thoughts and ideas and develop relevant action plans. This enables practitioners to reflect on what they offer and identify areas for improvement, and devise and organise proposals to improve their areas of expertise. Parents are involved in the self-evaluation process through the completion of regular questionnaires. Partnerships with other professionals are securely in place. For example, the nursery continues to work with external agencies to translate nursery documents to other languages used by parents, such as the registration document. Practitioners attend multi-agency meetings to ensure all parties are working cooperatively in the best interests of each child. All parents spoken to during the inspection are very happy with the care and education their children receive.

### **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	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>	EY467646
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	933899
<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>	95
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Westside Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01482606645

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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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