

Westfield Nursery

121 Leckhampton Road, CHELTENHAM, Gloucestershire, GL53 0DQ

Inspection date	24/01/2014
Previous inspection date	03/05/2011

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		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 are confident, independent, enthusiastic learners making good progress in their learning and development. They are very well behaved, value their friendships and show good levels of curiosity and imagination.
- Children's communication and language development is given good priority. Staff use good strategies and resources to ensure all children are developing good communication and language skills.
- The nursery is a safe, friendly, welcoming environment where children benefit from meaningful relationships with caring staff. The effective key person system supports all children in forming attachments, supporting children's emotional needs well.
- The nursery has good systems in place to ensure safeguarding and welfare requirements are met and risks to children are minimised, including vigilant staff and clear policies and procedures.

It is not yet outstanding because

- There is room to improve the existing arrangements for partnership working in order to enhance children's learning potential by further involving parents in children's learning at home and in the nursery.
- There is more scope to enhance the role play areas by extending the variety of resources available so that children can enhance their understanding about different cultures, traditions and diversity.

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 activities, spoke to the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability, qualifications and looked at a range of documentation.
- The inspector held meetings with the manager and director.
- The inspector carried out a joint observation with the manager to observe the quality of teaching and learning.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Bernadina Laverty

Full report

Information about the setting

Westfields Day Nursery registered in 1990 and was taken over by the current owners in 2012. It is one of nine nurseries owned by, 'All about Children'. The nursery operates from a large detached property in Leckhampton, Cheltenham. Children have access to four playrooms and an enclosed garden. The nursery is open Monday to Friday from 8am until 6pm all year, except for bank holidays and a week at Christmas. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register to care for children from three months to eight years. The nursery provides funded early education for two-, three- and four-year-old children. There are currently 104 children on roll, all of whom are in the early years age group.

The manager holds an early years qualification at level 6. She employs 26 staff to work directly with the children; of these 12 hold an early years qualification at level 3 and three hold early years qualification at level 2. The nursery receives support from their Early Years Advisor.

What the setting needs to do to improve further

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

- build on opportunities for parents to share information about their children's learning at home and in the nursery by, for example, offering further suggestions of learning activities linked to the Early Years Foundation Stage that they can do at home with their children
- provide further resources and activities to enhance children's awareness of people's similarities, differences and cultures.

Inspection judgements

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

Staff provide a welcoming environment where children make good progress in all areas of their learning and development. Staff are animated, motivated and understand how to provide meaningful play and learning opportunities for all children. This helps children to become independent, enthusiastic learners who enjoy directing their own play and socialising with their friends. Staff utilise good planning and monitoring systems to ensure the seven areas of learning are covered. Staff track children's progress effectively because clear starting points are identified when children join the nursery. Staff use information

from frequent observations to plan activities and experiences to support all children. Each child has their own learning journal, which gives parents a good overview of children's time and progress at nursery. The two year old check gives a good summary of children's achievements and includes ideas for their future learning. This ensures children's individual interests are planned for and facilitated.

Staff prioritise keeping parents informed about children's progress through daily discussions, newsletters, notice boards and organised events, such as parents' evening. Additionally, staff provide good support and advice on issues that parents are concerned about, such as behaviour management and weaning strategies. This helps to provide consistency in supporting children's emotional well-being. There are many existing good arrangements to involve parents in children's learning, although there is room for improvement. Specifically with regard to developing ways to further support and inform parents about the Early Years Foundation Stage and how they can extend and share their observations of children's achievements at home. Thus ensuring further benefits to supporting children's overall learning and development.

There is a strong focus on developing children's communication and language skills throughout the nursery, with story sacks and puppets provided in all rooms to help enhance language activities. Staff encourage children to think for themselves, explore and develop their own ideas. For example, older children help themselves to a tape measure and proceed to measure the room, including the carpet, windows and fish tank. Staff enhance this learning by asking thoughtful questions such as, 'How long is the carpet, try and read the numbers'. Staff enthusiastically communicate with toddlers, repeating words and singing familiar songs to engage toddlers' listening and attention. In return, toddlers chatter and squeal with delight when making sand castles with staff. This helps to support children's developing language skills in an enjoyable way. Staff maximise learning opportunities in the outdoor area by providing a wide range of toys and resources, including scooters, bicycles and play cars. Other equipment, including crates and planks, is used imaginatively by staff to create a 'troll bridge' over a river, where children trip, trap across, taking care not to fall into the water. This effectively supports children's physical and imaginative development.

Staff foster positive relationships and good quality interactions with all children. Staff are alert to babies needs and offer personalised care. For example, staff recognise signs of tiredness and settle babies to sleep sensitively. This helps to support children's personal, social and emotional development. Staff have a good understanding of how to promote children's physical development for babies and younger children. For example, staff offer spacious surroundings and encourage babies to roll different textured balls through tunnels. This results in babies excitedly crawling, encouraged by staff, to the end of the tunnel to try and find the ball. Staff teach older children the skills they need to use equipment safely by providing screwdrivers, hammers and nails and talking to children about how to handle tools. Story time is a fun experience for all children. Staff use different voices, story props and encourage children to join in with familiar parts to engage their interests. This helps to support children's early literacy and reading skills. Older children's literacy skills are well supported as staff encourage children to think about their names, sound out the first letter and then follow this up by tracing letters in the sand. Staff are good role models because they speak to children respectfully and show a

genuine interest in children's questions and conversations. This supports children's confidence, speaking and listening skills well.

Staff effectively organise resources and activities to support children's independence, curiosity and exploratory nature. For example, outdoors, in the mud kitchen, staff talk to children, as they play with soil and water, using everyday mathematical language, such as full, empty, more and less. Children relish the opportunity to fill watering cans with mud and water, stirring their potions and then sprinkling the contents with enthusiasm. This helps children develop early mathematical skills with regard to shape, space and measure in a fun, creative way. Children's understanding of the wider world is well planned for and promoted. Visitors to the nursery include a French teacher helping children to learn about a different culture and a new language. Staff provide safe equipment to play with, such as binoculars, and old mobile phones to support children's play and understanding of technology.

Different festivals and cultures are celebrated and children have access to resources, including books, which promote positive images of diversity. For example, the role play area in pre-school includes textiles and photographs from Africa, enabling children to dress up in African robes. The nursery is well resourced, although they are not making full use of these within the toddler and pre-school rooms. Specifically with regard to providing a wider range of resources to enhance and extend children's interest in people's similarities, differences and cultures. Staff use inventive ways to encourage children to explore media. For example, toddlers use plastic animals for printing and delight in the opportunity to paint their hands as well as the animals. This helps to support children's creativity. Overall, staff consistently deliver good quality teaching throughout the nursery, supporting children in developing the skills to become motivated, engaged, emotionally mature learners ready for school.

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

Children are warmly welcomed by caring staff in this lively nursery. Staff greet children and their families with enthusiasm and patience, listening to their comments and sharing information. The effective key person system ensures children's individual needs are met and settling-in procedures are flexible for every family. Staff working with babies and younger children work closely with their families to ensure daily routines are respected, such as children's sleep times and feeding preferences. This helps to ensure children settle-in quickly, as well as feeling secure and relaxed in their environment. Staff demonstrate experience and professionalism when caring for babies and young children. For example, staff clearly know children very well and are alert to any distress, offering cuddles, reassuring words and comfort, to help children settle quickly.

Inclusion is given good attention throughout the nursery as staff are committed to ensuring all families are respected and valued equally. Staff liaise with parents to develop strategies for children who speak English as an additional language in order to support children's language and communication skills. The nursery has effective links with multi-disciplinary professionals, including speech and language therapists. This ensures staff are

swift to seek early intervention for children, in collaboration with other professionals and children's families to ensure children's needs are met. The nursery have good contacts within the local community, including schools, in preparation for children moving on to the next stage of their education. Information about children's achievements, progress and specific needs is collated and shared with parents and teachers to help ease these transitions. Children's behaviour is good throughout the nursery in response to clear boundaries and good role modelling by staff. Younger children are supported in sharing resources and taking turns. Older children are learning to negotiate roles and work collaboratively. For example, while playing outdoors, they decide whose turn it is to be the fire fighter as they pretend to respond to an emergency. This shows children are developing patience and empathy.

Children's safety is given good consideration throughout the nursery as risk assessments and regular fire drills are conducted. Children are learning to take responsibility for their own safety and make judgements about risk taking. Whilst using hammers and screwdrivers in a woodwork activity, they talk about needing to be careful with sharp tools. Children are developing a good understanding of healthy eating as menus include a wide variety of nutritious snacks and meals, such as hummus, carrot sticks and pasta dishes. Children are reminded to drink water, especially after playing outdoors. Mealtimes are a sociable occasion and enhance children's independence skills well. Babies are supported in feeding themselves and all other children, including toddlers, are encouraged to serve themselves, which they do so with competence. Staff remind children to wash their hands before eating and as part of the bathroom routine. This helps children to develop good hygiene practices. Babies' intimate needs are met as nappy changing procedures minimise cross infection risks. Children demonstrate good self-care skills as they put on their coats and hats prior to playing outdoors. Children have daily opportunities to play in the stimulating garden regardless of the weather. This ensures children experience good opportunities for fresh air and exercise.

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

Leadership and management of this welcoming nursery is good and as a result all safeguarding and welfare requirements, including staff ratios, are met. Recent changes to the management team have been successfully implemented with minimum disruption to the nursery. Staff are motivated, caring and committed to providing a quality service, resulting in good teamwork throughout the nursery. The senior leadership team are well supported by the directors of the company and there is a clear line of accountability. All staff understand their duty to safeguard children and escalate concerns. They are alert to signs of abuse or neglect and demonstrate a good understanding of reporting procedures and liaising with the designated person for safeguarding. This helps to ensure children's welfare is prioritised. Recruitment, vetting and induction procedures are consistent and well-established. Staff files show evidence of how suitability decisions are made, ensuring only suitable staff are employed to work with children. Regular supervision, appraisals and performance management ensure ongoing suitability is monitored and professional development needs identified.

Staff are committed to ensuring children's safety and well-being as they undertake risk assessments, safety checks, and are vigilant in supervising children. Good security systems include keeping accurate details of children's attendance and records of visitors to the nursery. Staff are qualified first aiders and fully conversant with accident and medication recording systems. This ensures children's welfare is promoted as staff can respond appropriately in the event of an emergency. Detailed policies and procedures reflecting the Early Years Foundation Stage requirements are available to parents, staff and students.

Staff provide a safe, welcoming, stimulating environment where all children are valued and supported in making good progress. Collaborative working with local feeder schools and other agencies helps provide tailored support for children and prepares them well for their next phase in education. Parents spoken to at the time of the inspection are very complimentary about the nursery and the progress their children make. They comment about the friendly and caring staff, that their children are very happy attending and feel their children's individuality is valued and respected. This shows the nursery are committed to developing good partnerships with parents. The management team effectively monitor the educational programme, including the quality of teaching and learning. Planning and assessment documents are reviewed to identify children's progress, future learning needs and any additional support they may need. Evaluation procedures include provision to ascertain opinions from parents, staff and children. This means they are effective in driving forward improvements. All staff share a vision of quality childcare for all children because they reflect on their practice to identify strengths and areas for development.

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

Unique reference number	EY413626
Local authority	Gloucestershire
Inspection number	944398
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	104
Name of provider	All About Children Ltd
Date of previous inspection	03/05/2011
Telephone number	01242245307

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

