

# Westchester House Nursery School

2 Anstey Road, FARNHAM, Surrey, GU9 9FH

<b>Inspection date</b>	29/01/2014
Previous inspection date	24/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The key person system is effective in ensuring that children's learning and care needs are promoted well.
- Staff are skilled at promoting children's learning through their play. There is a good balance between adult led and child-initiated play.
- The environment is stimulating and welcoming, with many suitable challenging activities that promote children's learning.
- Relationships with parents are positive, they are kept informed of their child's progress and given suggestions about how to extend their child's learning at home.

### It is not yet outstanding because

- The system in place for managers to have an overview of the children's abilities and progress is not robust.
- Resources to promote toddlers understanding of cause and effect are not fully in place.

## 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 the interaction between the staff and children.
- The inspector sampled documents linked to the children's progress.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the senior staff about different aspects of the nursery.
- The inspector observed the children playing indoors and in the garden.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

Westchester House Nursery opened in September 2010 and is owned by Westchester House Nursery Schools Plc. This is a sister company of The Childcare Corporation, which owns 19 other nurseries. It is located in purpose-built premises, near to main transport routes and the town centre of Farnham, Surrey. The nursery mainly serves the local area. The nursery comprises eight playrooms at ground and first-floor level, with adjacent nappy changing and/or toilet facilities. There is a lift available. Children access secure areas for outdoor play. The nursery is registered on the Early Years Register and provides free early years education for two, three and four-year-old children. There are currently 150 children from birth to five years on roll, who attend full and part-time. The nursery supports children who speak English as an additional language, and is able to support those who have learning difficulties and/or disabilities. The nursery opens from 7.00 am to 7.00 pm Monday to Friday all year round, except for bank holidays and a week at Christmas. There are 32 staff working with the children. All staff who work directly with the children are qualified at level 3 and above. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

### What the setting needs to do to improve further

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

- improve the monitoring systems so that management have a clear and robust overview of all the children's skills, abilities and progress
- have resources available that encourage young children to increase their understanding of cause and effect, for example, objects that have knobs to turn, or which open and close.

### Inspection judgements

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

Children clearly enjoy their time in the setting. They are eager, as they arrive, to separate from their parent or carer and to engage in activities of their choice. Skilled staff show a genuine interest in what children are saying and doing, supporting their independence well. Children participate in a balance of adult-led and child-initiated activities.

Staff complete observations and assessments on the children during their play. They gather relevant information from parents, and involve them in their children's ongoing learning. Staff complete an individual development plan for each child, with next steps in their learning clearly identified. Staff complete the progress check for two-year-old

children and involve parents in this process.

Children of all ages are supported to be active learners. Babies who are crawling and exploring their surroundings, engage in peek-a-boo with staff, discovering the fun of being seen and not being seen. Slightly older children discuss with staff how to make a road out of blocks and they consider whether or not it will be 'long' enough or 'tall' enough, which means that, through their play, children are successfully learning to use mathematical language. Pre-school children work together to make houses with large blocks, persisting at the activity and trying again when things go wrong; they think the task through and decide what they need to change, using different size and shaped blocks until they accomplish their goal.

Children throughout the nursery enjoy different experiences to develop their imagination and creative skills. Babies use paint and other materials that develop their senses. Children move from using fingers to paint with, to learning the skill of using paint brushes. Staff initiate stimulating, sensory activities, such as painting with coloured tea bags, and they talk to the children about the different smell and colour on the paper. Older children help themselves to a range of art resources, concentrating and persevering until they are happy with the result. The most able children are supported to develop these skills further as they use special artists' pens. Children throughout the nursery enjoy stories and songs. Staff use lots of eye contact with the young babies and they help them to make the actions to songs. Toddlers are engaged and enthusiastic as they join in the familiar songs and actions, and older children are keen to tell staff the songs they want to sing.

Children of all ages have many opportunities to develop early writing skills in a variety of different medias, such as paint, crayons and for the most able, artists' pens. Young children, for instance, make letter shapes in the sand, as staff sitting with them teach them the different sounds of letters. Other age groups make their mark during messy play activities planned by staff. These skills result in the oldest children being fully engaged in writing. They love making their own books, writing words and drawing pictures which they proudly show to staff and visitors. Consequently, children are developing the skills to move onto the next stage in their learning or the move to school.

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

Children feel secure and happy at the nursery. Each age group has a dedicated room, with appropriate resources in each, along with dedicated staff. This helps children feel secure. The key person system helps children form secure attachments to the staff, who understand their needs well. Staff strive to meet the needs of parents and the individual child, and to support consistency between home and the nursery, which results in young children being able to follow some of their home routines, such as sleep patterns and feeding times.

The nursery environment offers children a positive learning environment. The combination of displays of children's work, airy light rooms and effective staff, is conducive to children learning. The resources are of a good quality and arranged to encourage children, of all

ages, to become independent, by choosing for themselves what to play with. However, there are limited resources in the toddler age group, to support children's understanding of cause and effect: to learn about opening and closing, for example, or how to turn things on and off. The well-equipped outdoor area offers the children many different experiences and learning opportunities that help promote their all-round development. Children can choose to access the garden whenever they wish, whatever the weather, which promotes a healthy lifestyle. Staff are fully aware of the learning children can achieve when they experience the same activity in different weathers. Children have great fun splashing in the puddles, and they dig in the mud that the recent weather has provided for them.

All children benefit from the strong transition procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly with parents, and they discuss when their child should move onto the next room. When children do move, their key person accompanies them on visits first, providing them with security and allowing continuity by making sure that good quality information is exchanged between the rooms. This system means that children are ready for their next stage in learning and that they are treated as individuals, because their personal needs are met.

Children behave well and are developing good relationships with staff and the other children. Some strong friendships develop, building children's confidence and self-esteem. Children learn to respect and value others, through well-planned activities and because staff are positive role models. Children learn about safety as they watch staff show, and give clear explanations about, how to keep safe: young children are reminded not to climb, and older children use the low level hand rail as they use the stairs to access the garden. Children wait patiently and take turns in using the resources, knowing that they will have their turn soon. They know from the youngest age that to wear aprons is the norm when engaging in certain types of play. Older children dress themselves in the aprons, with staff helping the younger children. Older children engage in many turn-taking games, such as matching pairs and a game involving hanging 'monkeys' on a 'tree', waiting to see who puts on the monkey that makes it all fall down. Consequently, children quickly learn about rules and expectations.

Children learn about self-care skills and personal hygiene from the youngest age. All rooms have low-level sinks, in which children wash their hands in before eating. Children are supported in their self-care skills, such as toileting, in conjunction with the parents, so there is consistency between the home and nursery.

Healthy and nutritious meals and snacks are made on the premises. The excellent systems in place result in children only having access to foods that they should have, as all allergies and food preferences are well catered for. Older children serve themselves to food, learning about portion control and how to handle cutlery and crockery. The water coolers, in the older children's room, enable children to help themselves when they are thirsty. Younger children have labelled cups, helping to minimise cross infection. Staff sit with the children at meal times, and discussions are frequently about foods that are good for you, and why.

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

Management and staff demonstrate good knowledge and understanding of the safeguarding and welfare requirements. They are clear on the setting's policies and procedures, including the safeguarding policy. All key persons have childcare qualifications at level 3 or above, and they attend training to keep their knowledge up to date.

There are good recruitment procedures to enable management to appoint suitable staff for different roles. Staff are required to complete an annual declaration to support their ongoing suitability. All staff undergo a thorough induction and they have supervision meetings and annual appraisals, to review their knowledge and skills on a regular basis. As part of this process, staff identify any training courses or workshops they would like to attend for their personal development. The staff team work very well together and there is clear leadership from the enthusiastic manager and deputy. As a result, staff report that they feel well supported and valued. There are detailed risk assessments in place to enable staff to provide a safe and secure environment, where children can move freely and in safety. The nursery's policies place a heavy emphasis on keeping children safe. For example, there are effective safeguards in place to protect children from the hazards of smoking, with a strict 'no smoking' policy in place, not only in the building but also in the surrounding areas.

Each key person monitors their key children's progress using the company's systems. This enables them to monitor each child's individual progress. Senior management have an overview of the educational programme, as they regularly talk to staff and view the records. However, the process is not robust enough to give them an accurate understanding of all of the children's skills, abilities and progression.

There are effective systems to monitor and evaluate the provision as a whole. The management and staff complete a self-evaluation form, identifying areas that they are doing well and areas for development. There are regular staff meetings to enable staff to share their ideas. Parents are encouraged to share their views through questionnaires and informal discussions. There has been good progress towards meeting the recommendations from the last inspection. For example, children who are learning English as an additional language are given a good level of support, with staff learning key words in home languages, to help children to settle quickly and be understood.

Staff foster excellent relationships with parents and carers, so that they share good quality information about their children's progress. Staff meet regularly with parents, and they encourage them to contribute to the children's individual development plans. There are good systems in place for staff to work closely with other early years professionals and to share professional knowledge, so that all children reach their full potential.

## 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>	EY412832
<b>Local authority</b>	Surrey
<b>Inspection number</b>	948326
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	97
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Westchester House Nursery Schools Plc
<b>Date of previous inspection</b>	24/01/2011
<b>Telephone number</b>	01252 734111

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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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