

Westfield House

Prospect Road, CROOK, Co. Durham, DL15 8JL

Inspection date	03/01/2014
Previous inspection date	03/01/2013

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 develop effective communication and thinking skills as staff provide interesting and challenging activities and experiences in the indoor and outdoor areas.
- The staff team work well together, they are enthusiastic and very good role models for the children. They are fully involved and support children very well in their learning and development.
- The managers and staff team create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and the adults working with them.
- The manager and staff meet the safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensures that children are protected.

It is not yet outstanding because

- There is scope to strengthen the partnership with parents, in order to ensure that important information about children's learning and development is consistently shared and used to plan together and think through ideas of how to move the child forward.
- Children's water containers are not always readily accessible, so that they can find them easily and get a drink when they need one.

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 carried out observations in both indoor care rooms.
- The inspector carried out a joint observation with the managers.
- The inspector took into account the views of the parents and carers spoken to on the day.
- The inspector spoke to key persons and members of staff.
- The inspector viewed policies, procedures and paperwork.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.

Inspector

Amy Armstrong

Full report

Information about the setting

Westfield House was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a renovated office block in Crook and is managed by a private individual. The nursery serves the local area and is accessible to all children. Children have use of two main care rooms, a dining area and two fully enclosed outdoor play areas.

The nursery employs 10 members of childcare staff, of these; nine hold appropriate early years qualifications at a minimum of level 3. The nursery opens Monday to Friday all year round, except for Bank Holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for children aged two-, three- and four-year-olds. The nursery also offers out of school and holiday care for children up to the age of 12 and collects children from local nurseries and schools.

What the setting needs to do to improve further

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

- promote an effective ongoing dialogue and the sharing of regular two-way observations about children's learning with parents; use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward

- improve the accessibility of the water containers so that all children can access water more easily.

Inspection judgements

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

Children thoroughly enjoy their time spent at nursery. This is because staff are enthusiastic, good role models and support the children to settle quickly. The planning displayed in each room is based on a secure assessment of what children can do and enjoy. All areas of the educational programme are covered through a range of adult-led and child-initiated activities and experiences. For example, babies enjoy a variety of sensory activities that include treasure baskets with objects that are wooden, metal and of different textures. The indoor and outdoor environments contain resources which are appropriate, well maintained and all children are able to access independently. This enables them to follow their own interests and to develop their creative and critical

thinking. For example, some children have a particular interest in maps, planning routes and journeys. They are encouraged by staff to use a variety of resources and equipment both indoors and outdoors for this particular interest. Children in the two to five-year-old room design detailed routes using exceptional literacy and drawing skills. They are able to link sounds to letters and write the letters of the alphabet to label the buildings on their journey. Resources are clearly labelled and the environment is rich in print to promote early reading skills further.

The quality of teaching is good. Staff are skilled and effective teachers who have a good understanding of how to promote the learning and development of young children. As a result, children make good progress in their learning. Staff help children to learn new skills and are always looking for new innovative ideas that will capture children's interests and enthusiasm. For example, children are interested in loose parts and reusable materials and so there is a section of these available both indoors and outdoors so that children can build different forms of transport and collect and use various parts, such as tyres for art work. Suitable loose parts, such as, corks and reels are also used with babies and toddlers to promote texture and sensory awareness. Staff use effective, open-ended questioning throughout the nursery which encourages children to develop good communication and language development. They sit with children during activities, repeating and reinforcing children's comments and extending their learning. For example, they ask questions, such as 'what letter comes next?'. When the child asked for support, the member of staff said, "I will write the next letter here, it's a letter at the beginning of the word apple". The child recognised that the next letter was 'a' and was able to write it. Children throughout the nursery have developed a 'chatterbox'. This is a box that they have decorated themselves and brought in special objects from home including photographs of family, small toys and comfort items like teddies and blankets. Children enjoy sharing their 'chatterbox' with their friends at nursery, showing and talking about all of the interesting things they have inside. This promotes children's personal, social and emotional development as well as building effective communication skills.

Staff have high expectations of all children and they complete good quality assessments that include the progress check at age two and transition reports. Each child has a lovely learning journal and personalised 'learning stories' containing observations, photographs and evidence of their learning on a developmental tracker. Parents are aware that they can access their child's developmental files and information is shared with them about what their child has enjoyed. Parents receive regular newsletters and are invited to discuss their child's learning and development with their key person. However, there is scope to strengthen this further to ensure that all parents are made aware of how to support their child's learning at home and ideas about how to move the child forward in their learning are shared.

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

A well established key person system is in place which helps children to form secure attachments and promotes their well-being and independence. Children display positive and close relationships with both staff and peers because the manager and staff have

created a warm and welcoming environment where children enjoy themselves. Children are happy and enjoy cuddles from their key person throughout the day. Children settle well because the nursery offers settling-in sessions where parents slowly build up the time that they leave their children. The key person uses this time to get to know the child, their personality, likes and dislikes. A comprehensive registration form is completed with parents upon admission to the nursery. This includes all personal details, relevant consents and information on dietary, allergy and medical needs. Information is shared and displayed effectively so that all adults working with the children are aware of each child's individual needs. Parents feel that the staff have taken time to get to know their child and their family well. They use positive words, such as, amazing, warm and genuine, when describing the level of care and support provided. Children are well supported when they move rooms within the nursery or when they leave. A comprehensive transition report is provided when children move to other settings. Staff also share each child's developmental tracker with the new setting. They invite teachers from the new provision into nursery so that the key person can share information about the child and this also gives the new teacher a chance to observe the child in a familiar and secure environment.

Staff are good role models and the positive behaviour expected from the children is modelled by them. As a result, children behave well throughout the nursery and any inappropriate behaviour choices are challenged in an age-appropriate manner. Children receive frequent praise and encouragement which promotes their confidence and self-esteem. They are kind and supportive to each other, helping out their peers if they are struggling with a certain aspect of nursery life. For example, children support each other at lunchtime to serve food. Children enjoy a variety of nutritious meals, snacks and drinks. However, children's water containers are not always carefully positioned so that they are freely accessible so that children can get a drink when they need one throughout the day. Children develop a good understanding of the importance of a healthy diet and physical exercise. Staff sit alongside children as they eat and talk about the food they are eating. All dietary needs are catered for as information on allergies and dietary choices has been effectively communicated. Children are able to rest in the nursery if they need to as the staff create a quiet, comfortable area for them to sleep. Staff in the baby room are exceptional at recognising the needs of the very youngest children. For example, they know when they are tired or hungry and respond quickly to ensure that their individual needs are met.

Children play in safe, secure and well resourced environments both indoors and outdoors. This supports children's all-round development and emotional well-being. They are able to access resources independently and are encouraged to clear away when they have finished with what they are playing with. Children have developed good self-care skills, such as, using the toilet from an early age and they know the importance of washing hands after using the toilet and before eating. They are encouraged to dress themselves and staff support younger children who require support. Children are beginning to understand how to manage risk through the various activities and routines that are on offer. For example, they know to hold the banister when walking upstairs to the dining area and to safely handle scissors during a cutting activity. This prepares children well for the next stage in their learning and the move to school.

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

The managers have a secure knowledge of the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage and they use this well to support the staff team. They work within the rooms on regular occasions, which means that they are able to monitor the staff and the quality of teaching and learning to ensure a consistent approach and to identify any training needs. Observation, assessment and planning are continuously being monitored and analysed to ensure that it is concise, consistent and reflects accurately the learning that is taking place. Developmental trackers are monitored by managers and they work closely with members of staff to highlight if further intervention is required for individual children, such as speech and language support. Staff receive regular supervision and appraisals to ensure they feel supported and able to share any concerns that they have.

Children are safeguarded because the manager and staff have robust and rigorous policies and procedures embedded within their practice. These are shared with staff on induction and also with parents upon registration. This ensures that everyone understands what is expected and the reporting procedures that will be followed should there be concerns regarding a child's welfare. Effective recruitment and vetting procedures are in place and staff are fully aware of their roles and responsibilities. All areas used by children are safe and secure and are checked regularly for any hazards or potential risks. As a result, children have a good understanding of how to keep themselves safe.

The managers evaluate and analyse effectively and this is done with other staff members. They take into account the views of parents and children when evaluating practice and setting priorities for the future. There is a comprehensive improvement and action plan identifying, what, how and when they would like to achieve the priorities set. Some of these have already been achieved, for example, the development of the outdoor areas. There is a clear vision for improving the setting and for introducing new innovative ideas, such as the plans to introduce some of the forest school concepts into nursery practice and to further extend the selection of loose material resources in the garden area.

The managers and staff have a strong drive to improve and this is clear from the improvements made since the last inspection. For example, they have developed stronger links with other settings as recommended and have built relationships with local schools so that information is shared effectively with them to ensure children are well supported during their transition on to full time education. The setting has held focus cluster groups with other early years providers in the area and has visited other provisions. This has given them the opportunity to share good practice and ideas. Parents and carers are warmly welcomed in the nursery. The manager and staff understand the importance of keeping parents involved and they try various different methods like newsletters, verbal feedback, secure webpage and open events to keep them updated. Those in charge work well with the local authority and access the local authority approved training courses to further develop staffs' practice.

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

Unique reference number	EY448988
Local authority	Durham
Inspection number	948614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	68
Name of provider	Claire Louise Renwick
Date of previous inspection	03/01/2013
Telephone number	01388763737

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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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