

Westwood Park Day Nursery

27 Winn Road, Portswood, Southampton, Hampshire, SO17 1EJ

Inspection date	03/01/2014
Previous inspection date	10/04/2013

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

- The effective key person system promotes children's sense of security and helps them to form strong emotional attachments and bonds. Staff are kind, caring and interested in what children say and do.
- Staff demonstrate a clear understanding of how children learn. Planning of activities ensures children access a broad range of experiences. Teaching methods, including skilfully questioning of children during activities, enables staff to extend learning and provide effective challenge overall.
- The management team are committed to the continuous development of the provision, using a clear system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated staff team, where everyone works together to ensure children benefit from a continually improving provision.

It is not yet outstanding because

- The systems for sharing information with settings when the care of children is shared do not currently include all information relating to children's ongoing progress, to fully promote an integrated approach to children's care and learning.
- Systems to support children whose language is other than English are not consistently embedded to fully enable working in partnership with their parents to help children settle and build their vocabulary.

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 had a tour of the nursery with the manager.
- The inspector held discussions with the manager and the training and development manager.
- The inspector took account of the views of parents on the day of the inspection.
- The inspector held discussions with key persons and the special educational needs co-ordinator.
- The inspector looked at various documents, including policies and procedures, risk assessments, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

Westwood Park Day Nursery opened in 1994. It is part of the Asquith Court Nurseries Ltd chain of privately owned nurseries. It operates from a large two storey house in Southampton, Hampshire. Children have access to two enclosed outside play areas. Access to the premises, the first floor and toilets in one area, are via steps. The nursery is registered on the Early Years Register. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year, with the exception of Bank Holidays. There are currently 99 children on roll. The nursery receives funding to provide free early education to children aged three and four years. They support children who have special educational needs and/or disabilities and who learn English as an additional language. The nursery employs 31 members of staff; this includes supply staff. One member of staff has Early Years Professional Status and 17 hold Level 3 qualifications. Several other members of staff are currently undertaking a relevant early years qualification.

What the setting needs to do to improve further

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

- develop further systems to support children whose language is other than English by working more effectively in partnership with parents to help children settle and help build their vocabulary.
- develop even closer links with other providers to continually share information relating to each child's ongoing progress, so that children's learning is continually maximised.

Inspection judgements

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

Children are happy and motivated to learn. On arrival at the nursery, they become rapidly engrossed in the stimulating resources alongside their peers. Children feel secure with staff and respond to the close contact and positive praise and encouragement offered. As a result, children make good progress in their learning. Babies freely explore their indoor and outdoor environment. They develop their physical skills as they move independently around. Staff settle children quickly with their warm approach, forming secure attachments and bonds. As a result, children respond positively to their daily routines.

Children develop their personal, social and emotional well-being. They respond to familiar people and can select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity, showing confidence when asking for adult

support and participation. Planning is extremely comprehensive. Key person staff in each room work as a team to identify children's next steps for learning and then use this information to inform future planning. Children enjoy playing with dough, actively engaging in learning skills such as shape and number recognition, for example. Older children are confident talkers. They are extremely happy to share their thoughts and ideas with others, initiating and engaging in many worthwhile conversations, such as talking about their activities at home during group time.

Parents comment that children make good progress in their learning from their starting points. Older children develop writing skills, writing their names on their art work and using clip boards to record results during their play, for example. Staff have a good knowledge and understanding of how to promote the learning and development of young children. This means that the children confidently acquire the key skills needed for the next steps in their learning. Every child has a learning journal which clearly shows their individual progress. The secure key person system enables a successful engagement with most parents and well-targeted strategies for children as a result. However, systems to fully support children who are learning English as an additional language are not yet consistent or fully embedded. Consequently, staff do not always work fully in partnership with all parents and use effective strategies to settle children.

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

The nursery staff and management follow robust safety procedures to safeguard children in the event of an accident or injury and supervise children appropriately at all times. This helps to effectively promote children's well-being. Relationships throughout the setting are warm, purposeful and caring. Attention is paid at placement to organising settling-in visits. These visits support smooth transitions for the child and for their parents or carers. Staff have a calm and consistent manner with children, acting as positive role models. Children approach staff for reassurance and a cuddle, which provides them with a secure and safe environment that helps develop their confidence and self-esteem. Behaviour is good. Staff take a sensitive but consistent approach. They provide good role models with regard to manners. Children learn to be independent and show consideration for each other. For example, children come into the nursery for resources to dry the wet bikes for each other during outdoor play.

Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals. Meal times in all rooms are sociable occasions where conversation is encouraged. Children develop independence through everyday routines, for example, washing hands and feeding themselves. Children have opportunities to enjoy fresh air and exercise in all weather. They run through puddles and explore their senses, engaged in messy play alongside staff and their peers. Children look for bugs in the wooden areas and enjoy spontaneous games alongside staff, for example, making marks with chalks and exploring number recognition.

Children are supported well in their move to school. Teachers from feeder schools visit the nursery. Children are also well supported in their moves within the nursery. This is due to

trusting relationships formed with their key person as they move into a different room. Partnerships with other agencies are effective in supporting children and meeting children's needs. However systems to fully support children who attend addition early years setting have not yet been fully established to maximise children's learning fully. Across the nursery there is a strong staff team in place which is very effective. Staff ask each other for support whenever needed without hesitation, which shows good concern for children's safety and security.

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

Management have a very good understanding to make sure the learning and development requirements of the Early Years Foundation Stage are covered. As part of their child's settling in process, parents complete detailed 'All about me' documents, which form part of children's initial assessment. This helps staff to recognise children's starting points, individual needs and plan activities at an appropriate level. Partnerships with parents and other agencies involved with children's care and education promote a joined up approach to meeting children's individual needs.

The management are effective role models and motivate the staff team to strive to achieve the best for all the children. Supervision is embedded into the ethos of the childcare provision. Annual appraisals and meetings take place to monitor training needs and the quality of provision, based on the impact of staff practice. Management ensure staff feel valued and form part of self-evaluation processes. For example, the nursery team are involved in how outcomes for children can be improved when using the garden area. Staff have up-to-date safeguarding and child protection knowledge, which helps them to protect the children in their care. Staff work together very well and are very supportive of each other. Regular management observations and the 'open door' policy that management adopt ensures that any potential concerns and issues are quickly identified and dealt with. This enables the provision continues to provide high quality care and learning.

Recruitment procedures are fully in place; they include full vetting of all staff to ensure their suitability. Induction systems are robust to ensure that staff are clear about their roles and responsibilities. Staff take positive steps to safeguard children's welfare. Detailed risk assessments and routine safety checks contribute significantly to children's safety and well-being. Staff are vigilant about children's safety and supervise children as they move between the indoors and outdoors. As a result of a recent accident to a child, door stoppers and finger guards are now used effectively to reduce the risk of injuries to children throughout the nursery, particularly in the toilet area. In addition, staff follow clear procedures regarding supervision of children in this area, particularly during nappy changes when other children also wish to use the facilities. These more robust procedures now include calling another member of staff to the toilet area to ensure all children are adequately supervised at all times.

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	EY286410
Local authority	Southampton
Inspection number	948802
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	78
Number of children on roll	99
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	10/04/2013
Telephone number	02380 672551

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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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