

Half Pint Nursery @ Westwood

Westwood Primary School, Beresford Close, Hadleigh, BENFLEET, Essex, SS7 2SU

Inspection date

30/01/2014

Previous inspection date

19/11/2008

The quality and standards of the early years provision

This inspection:

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

- Partnerships with parents are very strong and information about learning is shared regularly between home and the nursery. Consequently, children are making good progress in their learning as everyone involved with the children's care is knowledgeable about individual children's needs.
- The leadership team provide effective performance management through regular mentoring meetings with practitioners, which highlights training needs and supports their positive and purposeful interactions with children.
- The teaching is of a high quality because children are encouraged to make connections between different ways of doing things, supporting children to become 'thinkers' during their learning.
- Children are kept safe as they are cared for by a team of practitioners that have a very good understanding of how to safeguard children. This ensures that children's well-being is promoted and they enjoy their time at the nursery.

It is not yet outstanding because

- There is scope provide children with further opportunities to explore concepts and their own ideas through their imaginary play.

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 the playroom, outside learning environment and in the school's sports hall.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the managers of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Suzanne Smith

Full report

Information about the setting

Half Pint Nursery at Westwood was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises within the grounds of Westwood Academy Primary School, in the Hadleigh area of Essex and is managed by a partnership.

The nursery serves the local area and is accessible to all children. There is an area available for outdoor play. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday during term time. Sessions are from 8.55am to 2.45pm. Children attend for a variety of sessions. There are currently 42 children attending who are in 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 with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their imagination by, for example, making available a range of resources for children to use to develop table top play activities so they can explore their own ideas and concepts fully.

Inspection judgements

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

Children make good progress in this high quality nursery where the teaching supports children to think and solve problems. There are many opportunities, provided through adult interactions, to encourage children to take an active part in their learning. For example, upon entering the nursery the children respond to their name in the register and listen for the initial sound in their name. When they hear their initial letter they are encouraged to find their names on a card and subsequently, children are developing their communication and language skills as well as an understanding of literacy. There is further development of literacy during enjoyable short phonic sessions. Children also have the opportunity to develop their learning through self-initiated play and become absorbed in constructing circles from train tracks. They show they are confident and have good self-esteem as they tell practitioners that they have made 'three circles'. The practitioner supports and extends their learning as the children are asked to count the circles again and this time the child correctly says 'four circles'. The practitioners praise children and are

sensitive to children's learning, supporting them to solve problems and think critically through their play. There is a good awareness of how to promote children's learning and regular observation and assessments identify children's next steps. The next steps are incorporated into the planning and this ensures that activities and resources are effective in supporting children's progress. Occasionally, however, the range of resources available for children to use as they engage in table top activities is not sufficient to allow children to fully explore their imagination.

Children have access to an outdoor environment that supports their learning across each of the seven areas. They enjoy putting on their rain coats and boots and splashing in the puddles as they gain an understanding of the outside environment. Children's physical development is further promoted as there is a selection of ride-on toys that strengthen their muscles. Children have regular trips to the neighbouring woods and have the freedom to dig and explore in the wet mud and leaves, developing new interests and gaining new skills. Children's personal, social and emotional development is promoted during their play and children are able to confidently explain who their friends are in the nursery. There are many opportunities for children to develop their communication and language skills as they are asked open-ended questions that require them to think. For example, they make nursery rhyme collages and then discuss collecting water in buckets. Children are shown how people carry containers on their heads in parts of Africa and children become animated as they discuss other cultures. All children are supported very well in the prime areas of learning and are well prepared for the next stage of their learning. Children with special educational needs are identified and activities are devised to support their development. Consequently, they are making good progress. Children are further prepared for school as the nursery, which is situated within the school grounds, regularly visit the school for dancing and exercise sessions.

The nursery has made very good links with parents. They contribute to children's initial assessments when they first begin. Parents are then regularly encouraged to share their children's interests and learning from home, which supports the nursery to fully understand children's development so that an effective curriculum is provided. Parents are fully informed about the topics that are planned and they are encouraged to carry out small activities with their children at home. The activities are shared with the nursery and pictures are displayed, contributing to children's developing self-esteem. Children's next steps and learning is shared as parents are invited in to see the children's learning files and good verbal interactions exist between the key person and parents. The nursery completes the progress check for children at age two and shares this with parents. Parents are further involved in the nursery as an annual outing takes place within the grounds of the school, with a treasure hunt and teddy bear's picnic. The nursery is highly effective at supporting parents and various workshops, such as 'parents as the primary educator', are arranged to support good outcomes for children. Consequently, the nursery demonstrates very good partnership working with parents.

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

The nursery is very welcoming and children are supported to settle at a pace to suit their individual needs. Parents receive a welcome pack and during introductory sessions they are introduced to their child's key person. Children can attend as many sessions with their parents at it is felt necessary and consequently, children settle well because the transition process is smooth. The nursery has a strong ethos to support children's well-being, which is promoted by all of the practitioners. For example, they support children to use the toilet independently and are kind and softly spoken to encourage all children to develop their self-confidence. Children's emotional well-being is further promoted during other times of transition, such as to school. Teachers are invited into the nursery, children have visits to the school and on one day each week in the term prior to starting school children come dressed in their school uniform. Children are, therefore, developing an understanding of and readiness for school.

The children are very well behaved because there is clear guidance for the children's good behaviour. For example, children's attention is sensitively gained and they are reminded of the rules to support their cooperative play. Children learn about risks during fire drills and prior to fire drills being practised children are informed in advance of what will happen and what they will hear. Children are, therefore, prepared for changes in their routine, which supports their good behaviour. Children are developing an understanding of diversity and differences through the activities provided, such as Chinese New Year, Yom Kippur and through exploration in the Japanese inspired garden. The children show a high level of competence at speaking French as they respond to 'bonjour mes enfants' and they join in as they count from one to ten in French. Children are developing self-confidence and self-esteem as they are praised for their efforts and the parents show pride in their children's achievements. Daily risk assessments are in place to support practitioners to provide a safe environment. The majority of the practitioners are first aid trained to support children's health and well-being. Children demonstrate they feel safe as they are comforted by a practitioner when, for example, a child hurts her hand. Children's well-being is promoted at all times and children take comfort during story reading with a practitioner in the cosy book area. Secure attachments to the practitioners are evident and children show they feel safe and secure in their environment.

Children are learning to be independent and take delight in handing out plates to their friends at snack time, as well as pouring their own drinks. Children's good health is promoted as fruit is provided at snack time and children help themselves to milk or water. Snack time is a social occasion and children enjoy sitting with their friends and the practitioners as they eat together. Children use the outdoor area in all weathers and this gives them the opportunity for fresh air as well as developing their well-being. Additionally, children exercise to music in the school's large sports hall and they show cooperation and independence as they sensibly undertake the short walk from the nursery. During the exercises children listen to the instructions to perform different movements and they exercise with enjoyment. The nursery employs a dance instructor each half term to support children's imagination and movement further. As a result, children are learning to be healthy and their good health is promoted.

The effectiveness of the leadership and management of the early years

provision

The managers have a very good understanding of the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. Safeguarding procedures are strong and all practitioners attend relevant training in order to keep their knowledge fully up to date. Consequently, all practitioners know how to respond in the event of a concern to effectively safeguard children. Safe recruitment practices are in place and the manager ensures that a rigorous process is followed so that only suitable people are employed to work with children. This includes interviews, references and police checks being carried out. A safeguarding policy is in place, which details what to do in the event of an allegation against a member of staff and these policies are read regularly by all practitioners. The nursery is a safe environment and the daily risk assessments support practitioners in keeping children safe at all times. The relevant accident and medication forms are in place to support children's health and well-being.

The educational programmes are monitored to ensure that children make progress in all areas of learning. The majority of the practitioners are well qualified and this supports very good teaching, ensuring that children make good progress towards the early learning goals. The children's learning files support the manager to monitor assessments and access the relevant support if required. Consequently, all children are making good progress. The planning is developed according to children's interests and needs, ensuring that the activities provided are of interest to the children. Some of the nursery's practice demonstrates particularly good elements. For example, there is a targeted programme of professional development. Annual appraisals are held alongside regular monitoring of staff performance during weekly mentoring meetings. These focus on supporting practitioners to enhance their performance as well as identify training needs. There is a team meeting every morning and group meetings each half term. In-house training is devised and provided to practitioners and they are supported to develop their qualifications further. Consequently, the practitioners are a good team who work together very well, which promotes good outcomes for children.

The nursery shows a strong drive for improvement. Areas for development have been highlighted, which consist of supporting children in their communication and language development and enhancing the nursery environment. Parents are invited for their comments and as a result of these the nursery has changed their opening times. Children's views are also considered and activities provided in light of children's interests. The partnerships that have been established between the nursery, with parents and the local schools, are highly effective and also demonstrate particularly good practice. Parents are fully informed about children's learning as their children's next steps and the planned learning are shared with them. Parents are asked to contribute to the learning at home by completing activities and sharing these with the nursery. Parents are also asked to share children's current interests and learning, ensuring that the nursery is fully informed about children's interests and learning at home. Parenting workshops are provided by the nursery, which build productive and trusting working relationships. Parents are very positive in their praise of the nursery and explain how the nursery has worked with outside professionals to support individual children's development. Other parents are

impressed that their children speak French and explain that the nursery provides a very friendly and welcoming atmosphere. There are very good links with the primary school attached to the nursery, as well as to other schools that children attend, with teachers regularly visiting the nursery. The managers attend the local Children's Centre for ongoing professional development and share community events with the parents. The nursery has made very good links with the local community and this supports children to enjoy and achieve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY362265
Local authority	Essex
Inspection number	949496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	42
Name of provider	Half Pint Nursery Partnership
Date of previous inspection	19/11/2008
Telephone number	01702 559 467

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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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