

# Westfield Nursery Limited

42 Sorrin Close, Idle, BRADFORD, West Yorkshire, BD10 8QF

<b>Inspection date</b>	24/02/2014
Previous inspection date	29/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 leadership and management is good, as a result, practitioners fully understand their roles and responsibilities in keeping children safe and helping them to learn and develop.
- Good teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are well motivated to learn and make good progress.
- Highly effective partnerships with parents, schools and other agencies make a significant contribution to the practitioners' success in meeting children's care, learning and development needs.
- Practitioners have very good knowledge and understanding of their responsibility to safeguard children, which is successfully translated into practice. This means that children are well protected and can play and learn in a safe environment.

### It is not yet outstanding because

- There is scope to enhance how staff use knowledge of children's next steps to provide highly individualised learning experiences that enable children to achieve exceptionally well given their starting points and capabilities.
- There is scope to improve pre-school children's independence and prepare them for school. For example, by allowing children to learn to serve their own meals.

## 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 children's activities indoors and outdoors.
- The inspector conducted joint observations with the manager.
- The inspector held meetings with the managers and the deputy and talked to children, practitioners and key persons throughout the inspection.
- The inspector looked at children's planning records and assessment documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection and from information included in the parent survey.

## Inspector

Rasmik Parmar

## Full report

### Information about the setting

Westfield Nursery Limited has been operating since 1997 and is on the Early Years Register. It was newly registered in 2010 due to a change in the name. It operates from two purpose-built properties set in their own grounds in Idle on the outskirts of Bradford, West Yorkshire. The nursery is open Monday to Friday from 7.30am to 6pm all year round, except for the Christmas week and bank holidays. All children have access to enclosed outdoor play areas.

There are currently 164 children on roll in the Early Years age group. The nursery receives funding for the provision of free early education to children aged three and four years. Children attend a variety of sessions throughout the week. The nursery currently supports children with special education needs and/or disabilities.

There are 29 staff employed to care for the children. The nursery is run by two private providers who also jointly manage the nursery. The majority of staff have early years qualifications at level 3 and four staff members have qualification at level 2. There are also two staff members who have achieved an Early Years Foundation Degree. The nursery receives support from the local authority and are members of the National Day Nursery Association.

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

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

- enhance further how staff use knowledge of children's next steps to provide highly individualised learning experiences that enable children to achieve exceptionally well given their starting points and capabilities
- extend further opportunities for pre-school children to enhance their independence skills by allowing more opportunities for them to serve their own food during lunchtime.

### Inspection judgements

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

Practice throughout the nursery is good. As a result, children's individual needs are well met and they make good progress in relation to their starting points. The indoor learning environment is well organised into areas of continuous provision and planning links to the seven areas of learning, to ensure children have access to a broad and balanced curriculum. Babies and children thrive in this good quality nursery and consistently

demonstrate the characteristics of effective learning. Teaching is rooted in a good knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn. Practitioners know children well and use this knowledge to provide activities that truly interest and engage them. For example, children initiate imaginative role play with dolls and dressing up clothes. Children play harmoniously together to catch the ball. This provides good opportunities to promote their physical skills as they develop hand coordination skills. Older children engage in group discussion about ongoing topics, such as fairy tales. This supports their communication and social skills as they chat with others, cooperate and negotiate how to make porridge.

Comprehensive observations and assessments, summative reports and the progress check at age two ensure children are reaching the expected developmental stages and that any gaps in their development are identified and acted upon effectively. Activities and opportunities are planned around children's interests and their next steps in development. However, there is scope to enhance how staff use information about children's development to plan highly individualised learning experiences, to support them in making even better progress. Children are provided with motivating and exciting experiences that help them to make good progress across the seven areas of learning. There is a high focus on the prime areas of learning, in particular supporting children to develop their communication and literacy skills. This enables children to be well prepared for the next stage of their lives and in preparation for school.

Babies, toddlers and pre-school children have access to dedicated outdoor play areas and a comprehensive range of equipment to support their physical well-being. Children enjoy playing outside, where they are offered choices and are encouraged to make decisions about their own play. For example, high levels of practitioners are employed and they closely supervise babies and toddlers, both indoors and outdoors. Young children have opportunities to play and explore as they hit metal spoons on the xylophone to create sounds. This supports children's natural curiosity and motivation to learn. Practitioners provide interesting and challenging experiences that meet the needs of all children, including those with special educational needs and/or disabilities. For example, individual education plans are put in place in conjunction with specialists to support children. Consequently, any gaps in learning are quickly identified and appropriate intervention is sought to enable all children to achieve their full potential. Children's needs are further enhanced through strong, close and effective partnerships with parents. Practitioners value parents' input and share information about how they can help their children's learning through simple activities at home. Furthermore, use of 'weekend' sheets allows parents to record what children have participated in at home. Practitioners then follow through children's interests by providing further activities to enhance the learning. Parents are provided with information about children's progress through daily discussions and meetings with key persons to share the 'learning journeys'. They are also provided with summary assessments of children's progress every term. Consequently, children's learning between home and nursery is seamless and assists in maintaining good progress.

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

Children are well cared for in an attractive play environment where space is organised well to support their learning. Children are happy, confident and establish secure attachments to their key persons. Babies are looked after by loving, nurturing practitioners who intuitively understand and respond to their physical and emotional needs. Key persons make the most of every opportunity to bond with babies. They closely interact with them consistently throughout the day, providing lots of eye contact and cuddles. As a result, their emotional well-being is supported highly effectively. Children often go to find a favourite book from the comfortable book corners in the playrooms. This effectively promotes their interest in stories and, consequently, their early literacy skills. Practitioners are kind and attentive and meet children's individual care needs promptly. For example, during an outdoor activity a child who had an accident is treated immediately, parents are kept fully informed and they countersign the accident book upon collection. This promotes children's well-being and enhances their sense of security. Practitioners sit alongside the children at their eye-level, as they play and interact positively at all times. Children are clearly valued and respected, which enhances their sense of self-worth.

Key persons know their group of children very well and are aware of their characteristics. For example, they know which children are shy around unfamiliar adults and move in quickly to give children support and reassurance. The settling-in period is well-organised so that key persons get to know children and their parents. Individual routines are followed, especially in the baby room, and practitioners ensure these are carried out to help children settle as quickly as possible. Children are able to visit their siblings in other rooms in the nursery. This supports children's transition from home into nursery. Children are cuddled and comforted if upset and spend time with their key person engaging in activities, such as sharing stories and rhymes. This enables babies and children to feel safe and secure within the nursery, which consequently has a significant impact on their learning and development. Good behaviour is clearly promoted by all practitioners who are positive role models. Practitioners provide praise, which means children feel valued and this boosts their self-esteem and confidence. Children learn to keep themselves safe and take controlled risks as they handle tools, such as scissors and cutting equipment in the play dough area. Consequently, children's understanding of keeping safe is fully promoted and ensures that they can play and learn in a safe environment.

The nursery has a cook who is employed full-time to prepare the meals and snack for children. She has a level 2 award in food safety and catering. Practitioners provide children with a good range of healthy, well-balanced snacks and meals as part of promoting healthy lifestyles. For example, all foods for babies and toddlers are appropriately prepared and lovingly served to them. In the pre-school room children self-serve from a selection of cereals for breakfasts but practitioners pour milk for them into the bowls. Also, during lunchtime routines pre-school children are served ready plated meals. Hence, opportunities for them to develop independence skills, such as serving their own foods, useful for later years, are missed. Children benefit from the relaxed lunchtime and snack time routines as they learn to interact and hold conversations with one another. As a result, they are building social skills that will help them in the future. Babies and children benefit from the extensive outdoor play area, which has dedicated areas of play for the different age groups. Children benefit from their time spent outdoors daily and this promotes their health and well-being very effectively.

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

Safeguarding procedures are very robust. All practitioners prioritise children's safety and have a very good awareness of safeguarding issues. Managers ensure that practitioners are deployed effectively, according to qualifications and experience with specific age groups of children, which means ratios are met at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out and these are shared with parents, including the complaints procedure. Extensive risk assessments for all areas of the building ensure that children's safety remains paramount. Recruitment, vetting and induction procedures are effective ensuring that practitioners working with the children are suitable, qualified and experienced to undertake their role. This includes a Disclosure and Barring Service check for all practitioners and there is a clear record available to confirm that appropriate checks are carried out.

Management demonstrate a clear vision for the nursery. Practitioners demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. As a result, the quality of teaching is consistently good. Management strive to provide good quality childcare and use their experience and skills effectively to monitor the delivery of the educational programmes. For example, managers regularly check the children's development record folders to ensure planned activities accurately reflect their needs, abilities and interests and that all areas of learning are covered. In addition, management effectively use tracking documents to monitor children's progress and any potential gaps in their learning where additional support may be required. Management monitor practitioners' performance and the quality of their teaching through daily observations of their practice. They offer further support and guidance through regular supervision and appraisals, which is successfully used to identify strengths and areas that need additional support. Practitioners meet regularly as a team to discuss issues and to share their ideas to further develop good practice. Self-evaluation and reflective practice ensures that the nursery is consistently striving to improve. In addition, management welcome support from local authority development advisors with regards to improving practice and parents are invited to offer suggestions for improvement.

The management team monitors practice and all aspects of the provision effectively and are committed to continuous improvement through the process of self-evaluation. They aspire for high quality care and learning experiences for all children. Practitioners are committed in their roles and work well as a team. The arrangements for their ongoing professional development is good. For example, practitioners undertake the next level of training to further their qualifications. This has a positive impact on the nursery, the welfare and safety of children and their learning and development. Highly effective partnerships with parents, external agencies and teachers are well established. This means that practitioners are assisted in fully meeting the needs of all children. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Individual planning for children's development is shared with other parents and appropriate professionals, such as speech

and language therapists. As a result, there is consistent, secure support for children with any identified needs, therefore, all children's needs are very well 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

<b>Unique reference number</b>	EY404098
<b>Local authority</b>	Bradford
<b>Inspection number</b>	953581
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	82
<b>Number of children on roll</b>	164
<b>Name of provider</b>	Westfield Nursery Limited
<b>Date of previous inspection</b>	29/06/2011
<b>Telephone number</b>	01274616200

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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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