

# Westside Day Nursery Ltd

Stalybridge Avenue, Hull, HU9 5BY

## Inspection date

Previous inspection date

09/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 quality of teaching is good because the staff plan stimulating experiences through identifying children's interests and their next steps in learning. Consequently, children's progress is good, given their starting points and capabilities.
- Children behave well, as a result of staff discussing set boundaries with them. This enables children to understand and cooperate with routines and expectations, and gain an awareness of their own and others' feelings.
- Partnerships with parents are strong. They are kept well informed about their children's progress; key persons provide them with the support they need to contribute to their children's learning.
- The leadership and management are good. The management team monitor all the areas of practice, including staff knowledge of safeguarding matters, and are committed to developing the nursery. As a result, children's safety, learning and welfare are effectively supported.

### It is not yet outstanding because

- There is scope to strengthen opportunities for children to engage in an even wider range of experiences, to promote their early writing skills outside, such as writing in the role play and construction areas.
- There is scope to extend the opportunities for children to count during daily activities.

## 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 had a tour of the premises, and observed activities in all the nursery rooms and outdoors. She also observed the snack time and lunch arrangements.
- The inspector spoke to the manager, staff and children throughout the inspection, and carried out a joint observation with the manager.  
  
The inspector looked at children's profiles, including observations, planning documentation and assessment records. She also looked at evidence of the suitability of staff, the self-evaluation and action plans, and a selection of policies and risk assessments.
- The inspector held meetings with the manager and directors.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Caroline Stott

## Full report

### Information about the setting

Westside Day Nursery registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of five provisions owned and managed by Westside Day Nursery Limited, which are based in various locations around Hull. The nursery serves the local area and is accessible to all children. It operates from premises to the east of Hull city centre. Children are cared for in two rooms and there are enclosed areas for outdoor play. The nursery employs six members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at levels 3 and 4. The nursery is open each weekday, from 7am to 6pm, except for bank holidays. There are currently 38 children attending who are within 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 who speak English as an additional language. The nursery receives support from the local authority.

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

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

- enhance opportunities for children to write for different purposes outdoors, for example, in the role play or construction areas
- extend opportunities for children to count during daily activities, so that their mathematical development is routinely promoted.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. This is combined with good quality teaching and a well-resourced, interesting and effectively organised learning environment. The enthusiastic staff know the children well, planning for their individual interests and next stage of development. This is because key persons complete regular detailed observations on all children. Children's learning and development is assessed efficiently, and links to their well-being, involvement levels and communication levels. This, along with regular progress checks, ensures that each child is working comfortably within the typical range of development expected for their age. Staff use this information successfully to organise stimulating and enjoyable experiences for children. There is a good balance of child-initiated and adult-led activities, that staff skilfully guide through joint interactions. For example, children's interest in an empty box is extended as staff engage them in conversations, valuing their speech and promoting their ideas. This means children show high levels of independence, curiosity and confidence in their choice of play. Adult-led

activities encourage older children to think about what they want to do and what they have already done during the session. This 'plan, do and review' approach enables children to review their play, contribute their ideas and discuss their successes with staff. This motivates children to learn from each other and be proud of their accomplishments, inspiring them to persist and plan new ideas. Consequently, children are well prepared and motivated for the next stage in their learning, such as school.

Children's communication skills are promoted well by staff. Staff make very good use of discussions, stories, songs and rhymes to support children in developing their language and listening skills. For example, toddler room staff motivate children in registration time to choose a song of their choice to sing. Children eagerly select a song and vigorously join in with well-known refrains and actions. Outside, they enthusiastically point to aeroplanes in the sky, while staff model the word and encourage children to repeat it. Staff working with babies fully understand that very young children learn through using their senses. To support this they provide sand and water, so children can freely explore the texture and properties of them with their hands and feet. For example, babies delight in placing their hands in the bubble water and shaking bubbles off their fingers. Staff promote words, such as 'splashing' and 'bubbles' to develop children's understanding further. An adult-led activity for older children promotes colour recognition and sorting. Children capably match and are motivated to categorise 'bears', as staff talk about the different sizes. This encourages children to explore and organise an assortment of objects to support their mathematical awareness. However, there is scope to provide more regular opportunities for children to count during daily activities and routines, to further support their counting skills. Children also have fewer opportunities to use their early writing skills outside for different purposes, such as in the role play or construction areas.

Staff work effectively to develop a good relationship with parents. Parents are encouraged to have visits to the nursery with their children, helping children settle in their room with their key person. Parents complete an 'All about Me' sheet, sharing their children's accomplishments and preferences. There is a clear emphasis and focus to involve parents in children's learning, so this can be continued at home, and shared between the nursery and the family. For example, daily diaries and comment slips offer the opportunity for parents to note children's achievements and latest abilities, and share these with their children's key person. Parents provide familiar words in home languages on initial language development plans. These words with pictures are displayed around the environment to aid communication between the children and the staff. This means a strong relationship with parents is formed early on, and clear and frequent lines of communication mean they are well-informed and kept regularly updated with information. As a result, parents actively contribute towards their children's progress and ensure continuity of learning for children.

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

Children's move into the nursery is managed very well. For example, flexible settling-in visits are arranged to introduce babies and children into the nursery. This helps children and parents to adjust to the nursery surroundings at a pace to suit their needs. Parents and children are warmly welcomed to promote a sense of belonging. The key-person

system is established. Staff gather as much information as possible about children's individual needs from parents on placement. This means care can be provided that is consistent with the children's home life. This fosters close bonds and secure emotional attachments with carers, and provides a strong base for children's learning and development. Staff are keen and enthusiastic to help and assist children to learn and develop good relationships. Staff encourage and sponsor cooperative play, turn taking and sensitively support children to learn to share resources as they play. Staff place a high emphasis on children developing good manners in all activities and routines. For example, they offer gentle reminders to say 'excuse me please'. This encourages positive relationships, supporting children to understand consistent boundaries within the nursery from a young age. Consequently, children's behaviour in the nursery is good because staff give clear messages about what is and is not acceptable.

Children's confidence and independence is inspired through familiar routines, such as registration time and circle time. Staff encourage and support children to talk about how everyone is feeling and what play is on offer through the session. Older children are also supported to update their 'All about Me' sheet with the aid of their key person. This enables them to talk about their preferences and express themselves effectively, showing their interests and feelings. This helps the key person to gain further understanding of their individual needs. Staff provide good opportunities for children to develop their independence. For example, during play outside, children construct using large blocks, negotiating and balancing on their arrangement. They ask to hold the staff's hand and confidently jump off. This gives them confidence in their own abilities and raises their self-esteem. Children learn about keeping safe through activities and routine procedures, such as during snack and lunchtime, and when using climbing equipment outdoors. For example, staff remind children to wait for others to come down the slide and not push their friends. The staff also use these routines to teach children about healthy eating and how to manage their own personal hygiene. During all activities children are encouraged to make choices, this builds the emotional resilience they need to progress in their development.

The nursery has established good links with the local schools and children centres. The nursery invites local schools to visit and requests visits to the schools, supporting children in readiness for their eventual move. For example, the older room leader visits and observes the phonic session at the school, with the intention to promote her awareness about 'letters and sounds'. Information is gathered and accepted from other early years providers and used by key persons. This also helps prepare children for the next stage in their learning and for the move to the school.

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

The leadership and management of the nursery are good. There are effective safeguarding practice and arrangements in place. The owners demonstrate a sound understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. The manager and deputy have attended level 2 safeguarding training, so they know and understand the action to take and whom to contact if they have any

concerns about a child's well-being. The nursery has a clear recruitment procedure, and all staff are subject to identity and suitability checks when they are recruited. All staff complete safeguarding and first aid training. This means staff understand about child protection, and know who to contact and the procedure to follow if they are worried about a child's welfare. Ongoing checks to confirm their suitability take place during annual appraisals and regular staff supervision. Team meetings ensure staff focus on areas of practice, such as implementing policies into practice. Thorough safeguarding procedures and guidance are in place, including the nursery's safeguarding policy and detailed risk assessments. The nursery shares policies and procedures with parents, and these are updated annually to ensure they remain effective. Consequently, the nursery fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, creating an environment that is welcoming, safe and stimulating.

The quality of the teaching and learning, and the progress of individual children is monitored successfully. Children's learning is assessed on entry and checked throughout their time in the nursery. This is achieved through progress reviews of children's developmental records, including the progress check for children between the ages of two and three years, regular reports and staff's observations of how children use the areas and resources. The assessment coordinator monitors the planning and assessment. This aids the management team to identify any gaps in the educational programmes and to support key persons in addressing these. This means each child is effectively supported to reach their full potential. The management team has completed a detailed self-evaluation. They are committed to providing a high quality service and making continuous improvements. For example, there is a comprehensive action plan in place to show the design for the new outdoor areas. Staff, parents and children have added their views to these plans, to promote ownership and enhance the outdoor environment further for the benefit of the children. There are effective systems for performance management in place. All staff hold childcare qualifications and are keen to improve their professional development. Staff gain new qualifications, therefore, developing their skills, knowledge and understanding further, sharing good practice through the nursery. Staff hold different roles and responsibilities, such as the two-year-old lead person. This enables staff to implement their expertise into specific areas, creating rich learning environments for children.

Good relationships with parents, external agencies and other providers exist. All parents spoken to during the inspection are very happy with the care and education their children receive. Information for parents is available in the entrance area, along with the policies and procedures, and a notice board detailing activities in the local area. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, meetings and the parent's notice board. Documents are offered, written in parent's home languages, to those who speak English as an additional language. This ensures they fully understand the newsletters and registration forms. The manager strongly recognises the importance of fostering effective partnerships to ensure children's needs are met. The assessment coordinator understands that making links with teachers of schools has a positive influence on children's learning. This facilitates children's move and adjustment into a new setting. This means children are supported well to manage new changes in their lives.

### 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

<b>Unique reference number</b>	EY474001
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	949294
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Westside Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01482 606645

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

