

Westerhope Village Nursery

384-388 Stamfordham Road, Newcastle upon Tyne, Tyne and Wear, NE5 5HE



Inspection date

24 March 2015

Previous inspection date

11 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Parents and children are warmly welcomed into the nursery. A manager or deputy makes sure that they are on hand to meet and greet parents as they arrive and leave.
- Children are very well supported by staff when they are ready to move up into the next room or on to school. This promotes their independence and confidence successfully.
- Accurate assessment helps staff to identify any gaps in children's learning and target support where this is needed. Consequently, children make good progress.
- A strong key-person system and good care practices that meet children's individual needs, ensure that children are happy, settled and form very good relationships with staff. This ensures that children's emotional needs are well met.
- Staff work closely with other professionals, such as speech and language experts, to gain advice and information to ensure that children's individual learning needs are well supported.
- Well-qualified staff ensure good planning, interesting activities and effective teaching, are matched to children's individual learning needs relating to their ages and stages of development. This means that children are highly motivated.

It is not yet outstanding because:

- Staff do not always fully promote and support children's social and listening skills, and choices during lunch time and group story times.
- Staff do not maximise the use of areas where books are stored to provide further opportunities for children to be calm, quiet and restful and to encourage children to look at books by themselves.

What the setting needs to do to improve further

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

- provide better opportunities to promote children's choices, social interaction and listening skills by organising lunch time and group story times more effectively
- enhance opportunities for children to look at books, be calm, quiet and restful, by reviewing the areas where books are stored and making these more attractive, particularly for the two- to three-year-olds.

Inspection activities

- The inspector had a tour of the premises and observed routines and activities in the main nursery rooms, dining room and outdoor areas.
- The inspector looked at a sample of children's records, learning journals and assessment records, staff training certificates, the self-evaluation form and action plans.
- The inspector spoke to members of staff and interacted with children at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector held meetings with the manager, two deputies and two key persons.
- The inspector checked evidence of the suitability of staff working in the nursery and a range of other documentation, including some policies and procedures.
- The inspector spoke to parents and viewed written feedback information in the nursery's own parental surveys.

Inspector

Shirley Peart

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a positive impact on children's learning and progress. The quality of teaching is good and ensures that all children reach their full potential. Stimulating and exciting activities build on children's interests. For example, they pick herbs from the garden to make perfume, practise writing their names, plant bulbs and use a range of resources, such as balancing scales to weigh and measure. This prepares them well for school. Children are very confident and self-motivated. Pre-school children talk eagerly about how they build 'animal houses' with cardboard boxes, blocks and tape. They hold conversations with clarity as they introduce themselves and explain who is in their room. Overall, throughout the nursery, staff deployment and the organisation of groups of children are good and help to promote their learning. However, the management of lunch time and group times are not always as well organised. Specifically, to ensure that there is sufficient adult input to promote children's social and listening skills, and choices even further.

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

The outside environment is excellent and children make full use of the outdoor classroom and facilities. For example, they use the mud kitchen, water zone and greenhouse; they help to feed the guinea pigs and balance on beams. This promotes children's physical health and ensures that they gain a very good understanding of how to care for living things. The indoor environment is well resourced and staff use lots of natural and real objects and materials around the nursery, which gives a homely feel. However, the opportunities for children to be calm, quiet and restful, are not as well planned for as the book areas for the two- to three-year-olds are not very comfortable or welcoming. Babies and toddlers are very well cared for. Their individual routines from home are followed well by staff so that babies eat and sleep when they are ready. Older children spontaneously throw their arms around favourite staff members for cuddles and all children receive valuable, close interaction from staff. This supports their emotional needs successfully.

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

The manager and deputies work closely together and clearly understand the requirements of the Early Years Foundation Stage. Good recruitment, induction periods and supervision are followed so that staff are suitable to carry out their roles. Staff also attend regular training, including child protection and first aid, which increases their knowledge and protects children's welfare. Children are effectively safeguarded, as the manager has a clear understanding of her responsibilities. Staff and management work together on action plans and self-evaluation to ensure that clear targets are set and children's progress is thoroughly reviewed. They aim to build more theories into practice and continue to develop the garden areas. This promotes continuous improvement successfully. Parents are extremely pleased with the provision. Their input is valued regarding their children's learning at home and they contribute positive statements to the wall display and in their children's learning journals. This ensures good continuity in children's learning.

Setting details

Unique reference number	EY152358
Local authority	Newcastle
Inspection number	869685
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	132
Name of provider	Choice Childcare Ltd
Date of previous inspection	11 December 2008
Telephone number	0191 2860592

Westerhope Village Nursery was registered in 2002. It is situated in Newcastle upon Tyne. The nursery employs 22 members of childcare staff. Of these, 18 hold appropriate early years qualifications at various levels, including one member of staff with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.45pm. A holiday club operates in school holidays. The nursery provides funded early education for two-, three- and four-year-old children. There is a linked partner nursery in Kenton, Newcastle upon Tyne.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

