

# Westhill House Day Nursery



Westhill House Day Nursery, 36 Rednal Road, BIRMINGHAM, B38 8DR

<b>Inspection date</b>	22 April 2015
Previous inspection date	25 August 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff take account of children's individual needs and interests extremely well, as they plan exciting and stimulating activities in a vibrant and enabling environment. A wealth of exciting resources enables children to make independent choices in their play. They are exceptionally well prepared for the next stage in their learning.
- Observations and assessments of children are very precise so that staff ensure their high-quality teaching is specifically targeted. Children make rapid progress in all areas of learning. The results of progress reviews are carefully monitored so that gaps in individual children's learning are identified and addressed very effectively.
- Children are extremely safe, as they are very well supervised at all times and staff understand and implement meticulous policies for safeguarding.
- Children are very happy and secure in this delightful nursery because staff obtain very detailed information from parents about each child's well-being and needs. Behaviour is excellent and children form close friendships with each other.
- The monitoring of staff practice and children's progress is extremely well documented and thorough. Staff are highly motivated and there is an excellent drive for continuous improvement through very effective self-evaluation which includes ongoing input from staff, children and parents.
- There are strong, well-established links with other early years providers in the local area. Staff share ideas and best practice and work closely with other professionals to support all children's needs. The excellent partnership with parents means they are very involved in their children's learning and in the life of the nursery.

## What the setting needs to do to improve further

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

- continue to develop the already very exciting outdoor area to extend children's exploration of their senses and the natural world.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery provider, the manager and the manager of another nursery in the group. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Catherine Sharkey

## Inspection findings

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

Staff show they have an excellent knowledge of the learning and development requirements through their innovative planning system. They work extremely effectively as a team to extend children's learning in each age range. Regular, sharply-focused progress reviews are monitored and analysed to provide clear information about gaps in learning in individuals and specific groups of children. Consequently, planning and resources reflect children's interests and build on their learning highly effectively. Children with special education needs and/or disabilities and children who speak English as an additional language are supported very well. Staff guide children's learning through their skilful questioning as they play in sand, water and on the varied range of climbing and balancing equipment. Toddlers learn to use mathematical language as they are asked about which balls are bigger or smaller. Staff challenge their thinking as they ask which ones they think will make the biggest splash in the water. Staff have identified ways in which the outdoor area can be improved. For example, adding a mud kitchen, sensory garden and more opportunities for children to explore the natural world. Pre-school children learn about the life cycle of a frog as they observe tadpoles in a large water tray. They are very imaginative as they dance and move like tadpoles and wave floaty material to represent tails. Babies love to feel the texture of dry cornflakes and explore their stimulating room.

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

Parents and staff work extremely well together to share information about children's routines so they are secure. Staff are extremely astute at noticing when children are tired or upset and need a cuddle or quiet time. Babies settle happily into their new environment as staff work closely with parents and only settle one baby at a time. This allows staff to give each child the support they need until they are familiar with their key person. Children's moves to new rooms and to school are also tailored to meet the individual needs of parents and children. Children are therefore, emotionally secure and adapt very well to the changes. Staff praise and encourage children frequently, which gives them confidence and good self-esteem. Parents are involved in healthy cooking workshops, which extends children's learning about healthy lifestyle choices. Children are active outdoors several times a day and grow and eat some of their own food. They learn to be independent in readiness for school.

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

The enthusiasm of the management team and staff means that children's learning experiences are continually evolving and improving. Recent changes to the building and the organisation of the nursery have had a very positive impact on children's learning. Ongoing staff training and highly effective monitoring means that practice continually improves. The well-qualified staff continually share ideas and experiences, which leads to effective planning and high-quality learning experiences. There is a clear vision for the continuous improvement of practice so that the high quality provision is maintained.

## Setting details

<b>Unique reference number</b>	EY390259
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	859256
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Aprex Ltd
<b>Date of previous inspection</b>	25 August 2009
<b>Telephone number</b>	01214582308

Westhill House Day Nursery is one of three nurseries run by Aprex Limited. It originally opened in 2002 and was re-registered under new ownership in 2009. The nursery employs 16 members of childcare staff. Of these, all but one hold appropriate early years qualifications to level 5. The owner holds Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. 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 and children with special educational needs and/or disabilities.

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