

Westgate Nursery School and Creche

82 Cricklade Road, Highworth, Swindon, Wilts, SN6 7BL



Inspection date	26 October 2016
Previous inspection date	27 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and staff have a good understanding of how children learn and develop. They provide a wide range of stimulating and exciting learning opportunities. All children make good progress from their initial starting points.
- Managers and staff are good role models. They work sensitively with each child and help them to respect each other, share and work together. Children develop good social skills and understand how to express themselves appropriately.
- Partnerships with parents are good. Parents are fully involved in their children's learning from the start. Parents speak highly of the staff team and comment that they appreciate relevant guidance to help them extend activities at home.
- Managers monitor and evaluate the setting, and identify strengths and areas for development. They have fully addressed the recommendations from the last inspection and have maintained their good quality teaching to help support children's good outcomes.

It is not yet outstanding because:

- Occasionally, staff do not recognise some opportunities to challenge most-able children's abilities, to help them achieve to the highest possible level.
- Sometimes, routines are not always organised well enough. Some children become restless while they wait to go outside and engage in meaningful learning experiences.

What the setting needs to do to improve further

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

- ensure staff seize opportunities to provide most-able children with effective challenges, to help them make more rapid progress in their learning
- review changes in the routine to make the most of opportunities to support children's learning, particularly those who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the executive nursery manager.
- The inspector completed a joint observation with the executive nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a good understanding of all changes to safeguarding legislation, and are confident about how to report concerns about a child's welfare. Recruitment, vetting and induction procedures are rigorous to help ensure all staff are suitable for their roles. Managers monitor and track children's overall development. Additional support is provided, as required, so that gaps close quickly. Managers work alongside the qualified staff team and provide good leadership. For example, staff attend team meetings and supervisions, and managers evaluate the impact of teaching on children's outcomes. Managers support staff to extend their professional knowledge and acquire new skills. For example, staff confidently talk about the positive impact language training has had on children's development. Good links are established with schools and other settings to help ensure continuity in care.

Quality of teaching, learning and assessment is good

Staff use observations and assessments effectively to help plan for each individual child's next steps in learning. Staff support children's communication and language skills well. For example, they speak clearly to younger children, ask older children questions about their play, and introduce new words such as 'pulp' and 'warlock'. Age-appropriate books are readily available for all children and they enjoy listening to stories. For example, older children repeat key phrases and young children guess which animal is on the next page.

Personal development, behaviour and welfare are good

Staff build children's self-esteem and confidence and take great care to understand the needs of each child. Staff support children well in learning about healthy lifestyles. For example, children talk about healthy eating and take responsibility for their own care needs, relevant to their age. Children develop a good understanding of safety and learn to use the stairs safely. Children benefit from plenty of outdoor learning. They are physically active and delight in exploring the garden and woodland spaces. Children learn to value the beliefs of others and celebrate different cultural and religious festivals.

Outcomes for children are good

All children make good progress in readiness for their eventual moves to school. Children are well motivated, sociable and inquisitive. They develop their mathematical understanding well. For example, older children count, identify shapes, think about size and capacity, while younger children independently solve simple puzzles and match objects. Children are imaginative and approach their play with enthusiasm. For example, they make potions using 'dragon tears' and giggle as they use a wand to turn staff into frogs. Children develop their early writing skills well. For example, older children practise forming letters, while younger children make marks using paint and mud.

Setting details

Unique reference number	511540
Local authority	Swindon
Inspection number	1061616
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	52
Name of registered person	Sandria Murkin
Registered person unique reference number	RP910887
Date of previous inspection	27 June 2013
Telephone number	01793 861268

Westgate Nursery School and Creche registered in 2001 and is located in Swindon, Wiltshire. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, 9 hold a qualification at level 3, one is qualified to level 2 and two members of staff are working towards appropriate qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for children aged two, three and four years.

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