

Westhill Nursery

King Arthur's Community School, West Hill, Wincanton, Somerset, BA9 9BX



Inspection date

3 October 2017

Previous inspection date

27 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since their last inspection, the provider and manager have reviewed all their procedures to ensure they meet all the requirements. They understand their responsibility to keep Ofsted informed of changes to the committee. They now have effective recruitment and vetting procedures and keep documentation available for inspection.
- The manager provides a strong role model. She works directly with the staff and children and, through support and training, ensures staff continue to improve the quality of their teaching. The new staff team works well together and is deployed effectively to meet children's needs and help them extend their learning.
- Staff provide good support for children's independence, building their confidence to manage age-appropriate tasks. For instance, children butter crumpets for their snack and pour their drinks. They clear away, and wash and dry their plates and cups.
- All children make good progress in their learning and development. Children learning English as an additional language receive sensitive support from staff, who help them to feel emotionally secure. For instance, they use translators and bilingual parents to support children and help them develop their language skills well.

It is not yet outstanding because:

- Staff are not consistent in helping older children think about how to manage their own safety and understand why they have some boundaries in place.
- Staff sometimes miss opportunities to help children notice similarities and differences in relation to the natural world.

What the setting needs to do to improve further

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

- help older children to assess risks and understand more about safe practices
- support children in developing their awareness of similarities and differences in relation to nature, to extend their understanding of the world further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors, and discussed children's learning and development with staff.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector spoke to staff, children and parents at the inspection and took account of the setting's quality improvement plans.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff regularly update their knowledge and know what to do if children are at risk of any harm. They carry out good risk assessments and actively ensure they keep children safe and secure. The safeguarding officer has a good understanding of their responsibilities and follows up children's unexpected absences. The provider, manager and staff have reviewed the provision well since the last inspection and have implemented effective actions to improve outcomes for children. For example, they have reorganised the environment and routines to maximise children's learning opportunities. Staff work well in partnership with parents and outside agencies to support children's care and learning. They share good information with all parents to help them support their children's learning at home and agree the most appropriate next stages of development. The manager monitors children's overall development well, identifies where they may need additional support and ensures they quickly catch up.

Quality of teaching, learning and assessment is good

Through training, staff have developed their planning. For example, they now focus more sharply on using the characteristics of effective teaching and learning, such as helping children to make predictions and test their ideas. They seek good information on children's starting points and plan activities indoors and outdoors that motivate children's learning. For example, children were excited to help build a house using a giant cardboard box. Some children made plans while others used tools to complete their tasks. Staff use imaginative ways to encourage children's early writing skills. For example, children enjoyed keeping records as they played hospitals. Staff helped them to link sounds and letters, and older children wrote recognisable letters. Staff engage children in conversations and encourage them to extend their vocabulary as they talk about their own experiences. They consistently help children with their mathematical skills. For instance, they held up their fingers for young children to count and helped older children to count backwards.

Personal development, behaviour and welfare are good

Children behave well. Mealtimes are social occasions. Staff sit with children and encourage good manners and healthy eating. Staff are aware of children's physical needs and recognise signs that younger children may need the toilet. Staff plan the environment and resources effectively for children to be active and make choices. For instance, children acted out a favourite story outdoors. Staff make full use of the local community, so children learn from a wide range of real experiences, such as visiting the police station.

Outcomes for children are good

Children develop the skills they need that prepare them well for their future learning. They are confident communicators and have strong positive relationships. Children use facial expressions and descriptive words to comment appropriately on what they do or do not like. Older children play imaginatively together, developing and extending their ideas. Young children are happy to join in and learn new skills as they copy their older peers.

Setting details

Unique reference number	142879
Local authority	Somerset
Inspection number	1108571
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	9
Name of registered person	Westhill Nursery Committee
Registered person unique reference number	RP906829
Date of previous inspection	27 June 2017
Telephone number	07849 639 826

Westhill Nursery registered in 1998. It operates from a converted classroom situated within the grounds of King Arthur's Community School in Wincanton, Somerset. The nursery is open Monday to Friday from 8am until 4pm, during school term times only. The nursery receives funding to provide free early education to children aged three and four years. The committee employs four members of staff. The manager holds an early years qualification at level 4 and two staff hold qualifications at level 3. One member of staff holds a qualification at level 2 and is working towards a level 3.

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