

Westfield Children's Centre

Westfield Community Centre, Rosemary Way, Hinckley, Leicestershire
LE10 0LN



Inspection date	19 June 2019
Previous inspection date	30 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff do not identify and minimise risks to children. They do not remove broken toys from the outdoor play area. They do not consider hygiene risks to children when providing them with food while sitting on the floor.
- Managers do not monitor the quality of teaching well enough. As a result, teaching is not consistently good across the different age groups of children or during both indoor and outdoor play.
- Staff working with younger children do not support the identified next steps in their learning through the activities provided. They do not support younger children's early speech development effectively.
- Staff do not have a secure knowledge of wider safeguarding issues, such as what might indicate that a child is at risk of or is being exposed to extreme views of right and wrong.

It has the following strengths

- Managers and staff work closely with specialist professionals when they are involved with children who attend the nursery. As a result, these children make good progress.
- Staff are good role models for children. They are polite and considerate. Children are happy, behave well and become engrossed in their play.
- At the end of their time at the nursery, children are well prepared for the move to school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
take reasonable steps to ensure that children are not exposed to risks. This refers to the broken toys in the outdoor area	10/07/2019
promote the good health of children at all times. This refers to hygiene at mealtimes when children sit on the floor to eat	10/07/2019
monitor the quality of teaching to ensure it is consistently good across all age groups in the nursery, and during both indoor and outdoor play	20/09/2019
plan and deliver challenging and enjoyable experiences for each child to support the identified next steps in their learning and development.	20/09/2019

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

- improve staff knowledge of wider safeguarding issues, such as what might indicate a child is at risk of or is being exposed to what are perceived to be extreme views of what is right or wrong
- develop staff's understanding of how to support children's early speech development.

Inspection activities

- The inspector observed activities and assessed teaching and learning in all rooms of the nursery and outside. The inspector also visited the out-of-school club.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the nursery manager, the childcare operations manager and the community centre manager.
- The inspector carried out a joint observation of teaching and learning in one of the nursery rooms with the childcare operations manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector reviewed children's records, planning documentation, evidence of the suitability of staff working at the nursery and a range of other documentation, including policies and procedures.

Inspector

Joanne Smith

Inspection findings

Effectiveness of leadership and management requires improvement

Managers do not have robust arrangements in place to check the quality of teaching across the nursery. As a result, they have not identified where teaching is weak. Safeguarding is effective. Staff know and use the procedures that are in place if they have concerns about the safety and welfare of a child. Managers work closely with other professionals, such as social workers and health visitors, where appropriate. The staff team is well qualified. They provide a wide range of interesting activities to support older children's all-round development. Managers use assessment information about children to decide how they spend extra funding, such as the early years pupil premium. Spending is effective. For example, an external drama group helped children to join in group activities and develop their concentration skills.

Quality of teaching, learning and assessment requires improvement

Some staff working with the younger children do not use their knowledge of how young children learn. The outdoor play arrangements for these children are uninspiring. Staff spend time supervising, rather than teaching the children outdoors. In addition, these staff do not routinely use children's spontaneous play to help children to achieve the next steps in their learning. In contrast, staff working with babies and older children use every opportunity to support children's development. These staff explain why and how they do things. They use their voices effectively to capture children's attention. Children watch and listen carefully, before trying out a new skill or joining in a new game.

Personal development, behaviour and welfare require improvement

Staff do not consider the risks posed to children from broken toys stored in the outside area. This means that although staff supervise these areas, children may be at risk of injury. Children have healthy snacks and meals. Staff teach children about basic hygiene before mealtimes. However, when staff provide an indoor picnic for the children to enjoy, they do not consider hygiene risks. The activity results in children touching the floor and then touching their food. Staff praise children when they try new things and when they succeed with a task. Children gain confidence from this. They are keen to have a go at challenging activities, such as putting a complicated jigsaw puzzle together.

Outcomes for children require improvement

Children make good progress in most of the nursery rooms. This makes up for times when progress is slower in one room due to the weaker teaching they encounter. Older children can confidently and accurately count groups of more than 10 items. Younger children develop mathematical knowledge. For example, they are starting to count and they can recognise basic shape names. All children develop early writing skills. Babies are able to use their fingers to make marks in moldable foam. Toddlers demonstrate that they can use chalk to draw lines and circles, and older children write recognisable letters. Some older children can write their name in full. All children hear stories and rhymes. As they get older, they join in, enthusiastically predicting what might happen next in stories.

Setting details

Unique reference number	223285
Local authority	Leicestershire
Inspection number	10112685
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	126
Number of children on roll	252
Name of registered person	Westfield Community Development Association
Registered person unique reference number	RP522034
Date of previous inspection	30 March 2015
Telephone number	01455 637516

Westfield Children's Centre has been in operation since 1989. The centre provides nursery and out-of-school care from three buildings located in the grounds of Westfield Community Centre. The nursery operates from 7.30am until 6pm throughout the year, except for bank holidays and a further two weeks during the year. The out-of-school care operates before and after school from 7.30am to 9am and from 3pm to 5.30pm during term time. In the school holidays, the out-of-school care operates from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 31 members of staff employed. Of these, one holds a relevant qualification at level 6, 25 hold a qualification at level 3, one holds a qualification at level 2 and four are unqualified.

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