

Inspection of Westside Day Nursery Ltd - Footsteps

Sure Start Marfleet, 359 Preston Road, Hull, Yorkshire HU9 5AN

Inspection date: 18 December 2019

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The nursery is warm and welcoming. Children arrive happy and keen to engage in their play with friendly and caring staff. However, the quality of education and staff practice is not good enough. Recent changes in the current staff team have caused some disruption. As a result, some procedures are still to be embedded into practice.

Children are safe. Babies are happy to see their key person and enjoy cuddles. Staff provide small-group activities for toddlers, who are keen to show their awareness of matching pictures and repeat specific words. This enhances their language development. All children enjoy the well-resourced and enabling outdoor environment, especially older boys, who demonstrate good balance and football skills. This promotes their physical development well.

Children behaviour is good and they listen and respond to staff well. Staff are positive role models. They give children clear and consistent reminders and explanations to help them understand behaviour expectations. For example, staff join in with turn-taking activities. Older children thoroughly enjoy using their imaginations, for instance in ghosts role play. They negotiate roles and speak to each other nicely about their ideas. All children display good levels of confidence and develop positive relationships with staff and other children.

What does the early years setting do well and what does it need to do better?

- The new manager is supported well by senior leaders, who work closely with staff. As a team, they have implemented positive changes. However, they do not ensure a progress check is completed for all children aged between two and three years. As a result, children's strengths and areas where their progress is less than expected are not clearly identified.
- The new manager is experienced and passionate about her role. Overall, she evaluates the setting well during her brief time in post. The manager consults with staff about managing their workload and reduced paperwork to ensure there are no unnecessary burdens on them. Staff receive regular supervision sessions and say they are happy in their current role.
- The qualified staff are keen to share knowledge they gain from training. For example, staff working with toddlers have introduced pictures into areas of play and use these to prompt children's play and speech. However, there are missed opportunities for children to hear more complex language and for staff to promote the correct pronunciation of words. This does not consistently support children's developing vocabulary and communication skills well.
- One of the key strengths in teaching is how effectively staff help some older children to develop their early mathematical skills. They give children time to

solve number problems, such as counting two numbers together. However, occasionally, older children are not fully supported to extend and challenge their learning, to help ensure all achieve to their highest potential.

- Older children thoroughly enjoy a story. Staff read enthusiastically and use different tones of voice. Children anticipate what is coming next and finish sentences in the story. This helps to nurture an early love of books and reading.
- Toddlers enjoy rhymes and songs. Staff adapt familiar tunes to the current time of year, such as Christmas. Children are excited, listen to instructions well and copy actions eagerly. This promotes their physical development and listening and attention skills.
- Staff caring for babies are experienced and understand how babies learn. They have created a calm and tranquil environment. Staff sing rhymes, which calms and soothes babies. The physical environment allows babies to freely explore. They enjoy banging items together and investigate chalks on paper.
- Staff organise a wide range of learning opportunities. They have a good understanding of children's interests and provide a variety of activities to promote children's imaginative and creative skills. For example, toddlers enjoy salt play and older children make their own collage. This prepares them with some of the key skills they need for the next stage in their learning.
- Partnership working is good. Links with the local authority, host children's centre and parents are strong. Parents are kept informed of their children's developmental progress through an online system. They speak positively about the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of how to keep children safe. They ensure that they keep their knowledge up to date through regular safeguarding training. Staff know how to identify if a child is at risk of harm. They understand the procedure to follow to report any concerns about children. Staff fully understand their roles and responsibilities in keeping children safe. There is a secure entry system in place and staff monitor people who access the nursery and collect children. Staff check the outdoor areas for hazards every day before children go outside and supervise them at all times effectively.

What does the setting need to do to improve?

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

	Due date
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complete the progress check for all children aged between two and three years, to identify strengths and areas where progress is less than expected.	03/01/2020
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To further improve the quality of the early years provision, the provider should:

- extend opportunities for children to hear more in-depth language and the correct pronunciation of words
- provide consistently high levels of challenge during activities to help older children make the best possible progress in their learning.

Setting details

Unique reference number	EY557610
Local authority	Kingston Upon Hull City Council
Inspection number	10132712
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 to 4
Total number of places	76
Number of children on roll	119
Name of registered person	Westside Day Nursery Ltd
Registered person unique reference number	RP910463
Telephone number	01482 613851
Date of previous inspection	Not applicable

Information about this early years setting

Westside Day Nursery Ltd – Footsteps registered in 2018 and is one of six nurseries owned and managed by a private provider. It employs 17 members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the nursery manager, the provider and the area manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and the suitability checks of staff.
- The inspector carried out a joint observation with the manager. She discussed the self-evaluation and the impact this has on the nursery.
- The views of parents, spoken to on the day of the inspection, were taken into account.

We carried out this inspection 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.

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