

Inspection of Westfield Children's Centre

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

Inspection date:

5 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children miss out on some of their learning because staff do not always interact with them well enough. The expectations for children's learning are not high enough and children are not always appropriately challenged during activities. Staff do not use opportunities to extend children's thinking as they play.

Children show that they are confident and happy as they say goodbye to their parents when they arrive and quickly settle to play. Children are safe. Staff supervise them effectively and talk to them about risks. For example they talk about the importance of using their 'walking feet' indoors and about the dangers of climbing on the furniture.

Children behave well and they listen to staff when they talk to them about sharing and being kind to their friends. Toddlers play together well. They share the toy farm animals and the spades and containers in the rice tray. Pre-school children are excited to talk together about a snail they have found, and they watch as it slithers around in a tray. Children have positive relationships with the staff. They are confident to approach staff to ask for assistance. For example, when children have glue on their hands during a sticking activity, they ask for a flannel to wipe their hands clean.

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

- The manager and the deputy manager have worked hard with the staff team since their appointment at the nursery. They have focused on building staff's knowledge of safeguarding, health and safety, and how to interact positively with children to implement the curriculum. However, staff's implementation of the curriculum is variable. Staff do not extend children's learning or thinking effectively. Often, staff walk away from activities when they have spoken to children and do not continue with their teaching through continued positive interaction.
- Staff find out about the experiences children have at home. This information is taken account of when staff plan activities to broaden children's knowledge. Children who have fewer opportunities to see animals and to learn about the natural world watch as hens' eggs hatch into chicks. The children get involved in feeding and caring for the chicks.
- Children with special educational needs and/or disabilities are supported well at this nursery. The one-to-one support staff know the children well. They ensure their individual needs are met and that activities are adapted to enable them to take part fully. Staff provide children with visual timetables so they know what is happening now and next.
- Children are curious and enthusiastic in their play and they show confidence to

choose what they want to do. Children look for the toy animals to go with the farm set and they find all the trains to go on the track. Staff have a positive and consistent approach, which helps children know what is expected of them in terms of their behaviour. Children help to tidy toys away ready for outside play and when it is time to get ready for lunch.

- Children's well-being is promoted. They develop secure emotional attachments to staff and their care needs are met. Children are familiar with the daily routines and they know, for example, to wash their hands before eating. However, staff do not fully promote children's independence skills. For instance, they ask children whether they would like milk or water to drink at snack time, but children do not pour their own drinks or choose from the selection of food offered. Children are not consistently encouraged to put their own coats on or to hang them up after outdoor play.
- Parents speak positively about their children's experience at the nursery. They comment that the nursery has improved significantly since the new manager has been there. They can speak to staff about any concerns they may have. Parents speak highly of the app the nursery has introduced. This provides updates to parents throughout the day about activities children have been doing and how much they have eaten for snack and lunch.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about safeguarding, the signs and symptoms of abuse and how to promote children's welfare. They know the procedures to follow in the event of any child protection concerns. Staff are aware of other safeguarding issues, including the 'Prevent' duty, and they complete regular online training which ensures their knowledge is current. The manager is experienced in working alongside social workers to ensure children and families are safe. Risk assessment is effective. Swift action is taken when hazards are identified to keep children safe. Staff make regular declarations to confirm their ongoing suitability to work with children.

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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improve staff's understanding of how children learn, and ensure their interactions with them consistently support children to build on what they already know and provide sufficient challenges to help them make the best progress they can.	06/09/2021
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To further improve the quality of the early years provision, the provider should:

- extend the opportunities during the daily routines for children to develop their independence skills.

Setting details

Unique reference number	223285
Local authority	Leicestershire
Inspection number	10130964
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 at time of inspection	1 to 12
Total number of places	126
Number of children on roll	207
Name of registered person	Westfield Community Development Association
Registered person unique reference number	RP522034
Telephone number	01455 637516
Date of previous inspection	19 June 2019

Information about this early years setting

Westfield Children's Centre registered in 1995 and is managed by a company. The centre provides nursery, pre-school and out-of-school care from three buildings located in the grounds of Westfield Community Centre in Hinckley, Leicestershire. The centre employs 16 members of childcare staff. Of these, 12 hold appropriate qualifications between levels 1 and 6. The centre opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melanie Eastwell
Emily Lofts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors completed two joint observations, one with the nursery manager and one with the deputy manager.
- The manager and the inspectors completed a learning walk together.
- The inspectors held meetings with the nursery manager, the deputy manager and four members of staff. They reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff and children during the inspection.
- One inspector spoke to a number of parents during the inspection and took account of their views.

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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