

Inspection of Westside Day Nursery Ltd

Longhill Childrens Centre, 160 Shannon Road, Hull, Yorkshire HU8 9RW

Inspection date: 18 October 2021

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

What is it like to attend this early years setting?

The provision is good

Children develop their independence skills well. They know how to look after themselves, as staff ensure they have ample opportunities to manage tasks independently. For example, children learn how to spread butter during snack time. They assist their friends to put on their coats when they need help. Children are cared for in a stimulating environment. As children arrive, staff greet them warmly and they settle quickly ready to play. Children select their chosen activities from the thoughtfully planned and well-presented resources. When new children feel anxious, staff support them and offer reassurance. This enables them to feel emotionally secure.

Staff implement a curriculum which follows children's interests. They provide a wide range of interesting activities which promote children's enthusiasm for learning. Staff have high expectations for all children, recognising what they need to learn and how to build upon existing skills. Staff accurately identify the next learning goals for children to work towards. Children understand the routine of the day and know about expected behaviours. They learn to share and take turns. They pass pumpkins to their friends and compare their sizes and textures. Staff are good role models. They support children to manage their feelings, which contributes to excellent behaviour.

Members of the leadership team have adapted to the challenges faced due to the COVID-19 pandemic. They ensure that they support all children to continue to make good progress.

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

- The educational programme for children is highly effective. Staff use regular observations to plan a curriculum that supports what children need to learn next. Staff skilfully move activities on to support children's imaginative play. Children delight in hiding under the table. They create a cave and excitedly talk about 'going on a bear hunt' and escaping the rain.
- Staff support children to explore quantities and practise measuring when they follow instructions in the home-made recipe book. Children follow the picture prompts to select the required equipment and ingredients. They take turns stirring the cake mixture. Staff promote mathematical development well, overall. However, they do not always take advantage of the opportunities during everyday activities to extend children's progress further, for example through routine counting.
- Staff extend children's language skills when they play with the bubbles in the garden. They talk about the bubbles floating away, higher and upwards. Children chase the bubbles excitedly, shouting 'I did it' as they pop them. Staff,

however, do not always extend language development fully for children who speak English as an additional language. For instance, they do not consistently use repetition to build children's confidence in speaking or consider all ways of introducing words from the child's home language into their curriculum.

- Staff support children to build good habits that contribute to their good health. Children wash their hands without prompting as they move between activities. They learn about oral hygiene following a visit from a dental hygienist. Children know that they should brush their teeth for two minutes. They hum along to the tooth brushing song as staff guide them in brushing their teeth. Children remember to reach to the 'back and the sides'.
- During COVID-19, staff maintained contact with parents and children. Leaders continued to support children who did not attend the setting. They provided ideas for activities and support for parents using online systems and social media. Parents express satisfaction with the care provided by the nursery. They believe their children make good progress as a result of the education and care offered to them.
- Leaders support staff to identify children who require additional support and intervention. They work with parents when they identify children with special educational needs and/or disabilities, and ensure these children continue to make good progress in their development.
- Leaders support staff through effective supervision arrangements. They provide means to access further opportunities for professional development. Staff feel valued and able to seek further guidance to help them in their work.
- Staff adapt transition arrangements for children going to school. For example, they provide a book of the schools children are to attend. This enables children to view the environment and see pictures of their teachers, which helps them to feel excited about the next steps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They have undertaken training to help them identify when children may be at risk of harm. Staff ensure the outdoor area is thoroughly risk assessed and ready for children's use before they enter the outdoor area. Staff provide careful supervision during activities, which contributes to children's safety. Leaders ensure safer recruitment practices are followed to check that only suitable people are working with children.

What does the setting need to do to improve?

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

- help staff to recognise when they can use everyday routines to extend children's

- mathematical learning, such as counting
- provide opportunities for children who speak English as an additional language to hear and practise speaking in both languages.

Setting details

Unique reference number	EY557662
Local authority	Kingston Upon Hull City Council
Inspection number	10174989
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	2 to 4
Total number of places	50
Number of children on roll	55
Name of registered person	Westside Day Nursery Ltd
Registered person unique reference number	RP910463
Telephone number	01482 689237
Date of previous inspection	Not applicable

Information about this early years setting

Westside Day Nursery Ltd registered in 2018 and is situated in Hull. It is open Monday to Friday from 7.30am until 6pm, during term time only. The nursery receives funding to provide free early years education for children aged two and three years. There are eight members of staff employed. The manager holds a qualification at level 6 and other staff are qualified to level 3 or above.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.

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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