

Inspection of Westfield Children's Centre

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

Inspection date: 8 June 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children build close relationships with their friends and warmly welcome each other as they arrive at the setting. They take great pride in helping others. At lunchtime, children help their friends put on high-visibility jackets and hold the door for them to exit the room, walking safely across to the canteen. Children choose where to sit by recognising pictures of their faces at the table. They independently collect cutlery and crockery and have excellent table manners. Children demonstrate their well-developed hand-to-eye coordination as they use this cutlery to eat the healthy meal.

Children show determination as staff support them to improve their physical skills on the 'trim trail' they access weekly. They are motivated by staff praising them for trying hard. Children learn to manage risks in their play with staff's help, climbing, balancing and jumping carefully off large wooden structures.

Children are happy to ask any member of staff for help and reassurance. They are confident at holding conversations with staff about what they have been doing at home and sharing their ideas. Children discuss what happens when their tooth falls out and the tooth fairy visits. Staff encourage the children to use their imagination to pretend part of the outdoor area is the tooth fairy's house.

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

- Staff know all the children well, including what they are interested in. They observe children throughout the day and identify what they already know and can do. Staff work together, and alongside parents and carers, to plan learning opportunities to best support all children with what they need to learn next.
- Staff help children make choices from a range of resources, including hairdressing tools. They show children how to squeeze pretend straighteners together and explain to them how to give their hair an imaginary 'trim'. Occasionally, staff do not recognise when it is appropriate to input more into children's play to extend their learning further. Therefore, at times, staff do not support children to make the most progress they are capable of.
- Staff provide focused sessions for children to develop their communication and language skills. This helps children make rapid progress with their speech, particularly for those who need additional support. Staff encourage children to play games and sing linked songs, such as 'Roll the Ball'. Children join in with the words and actions. They say their friends' names and use words to explain why they chose that person to roll the ball to.
- On the whole, children behave well. They willingly share resources with each other and use 'please' and 'thank you' when responding to others. Children follow staff's instructions, including tidying resources away when they are asked

to. However, staff are not always consistent in their behaviour expectations. They lack clarity on what strategies to use when managing challenging behaviour. Occasionally, this means children are not given the full support they need to behave well and begin to display some signs of unwanted behaviour.

- Staff build children's self-esteem by offering appropriate praise. This encouragement supports children to become independent in managing their own self-care needs. Children are learning how to wash their own hands, wipe their noses and manage other care routines. This prepares them for the next stage in learning.
- The setting is led by a highly ambitious and well-experienced manager. The manager consistently observes and provides targeted feedback to all staff. This support has a positive impact on children's experiences.
- Leaders support staff to reflect on their practice. Staff evaluate the environment and how they plan activities. Leaders support staff to make changes to best suit the needs of the children. For example, staff recently improved the environment and explain that children now remain engaged for longer during play.
- Staff share best practice and undertake training opportunities. For example, they work with the local primary school teachers regarding teaching children more challenging literacy and phonics.
- Staff work closely alongside parents and carers to support children in all aspects of their development. Parents comment that 'communication is effective and professional'. They speak positively about staff's hard work and the care staff show.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough and broad knowledge of how to keep children safe from harm. Leaders and staff know the children and families well. Staff demonstrate a good understanding of the signs and symptoms which indicate a child may be at risk of harm. They are confident in fulfilling their responsibilities, including reporting any concerns to other professionals, such as social services. The site is secure and there are clear visitor procedures in place, including checking identification. Staff check the environment regularly to ensure it is a safe place for children to play. They continually assess risks to minimise any possible hazards. Leaders have an effective recruitment process and continuously monitor the suitability of everyone working directly with children.

What does the setting need to do to improve?

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

- support staff further to provide clearer behaviour expectations for all children and develop consistent strategies to manage challenging behaviour positively

- make the most of all opportunities to develop children's knowledge and skills during play, providing suitable challenge and fully extending all children's learning.

Setting details

Unique reference number	223285
Local authority	Leicestershire
Inspection number	10202966
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	3 to 4
Total number of places	32
Number of children on roll	173
Name of registered person	Westfield Community Development Association
Registered person unique reference number	RP522034
Telephone number	01455 637516
Date of previous inspection	5 July 2021

Information about this early years setting

Westfield Children's Centre registered in 1995. The centre provides pre-school and out-of-school care in the grounds of Westfield Community Centre in Hinckley, Leicestershire. The centre employs 14 members of childcare staff, all of whom hold appropriate qualifications at level 3 and above. The centre opens Monday to Friday, from 7am until 6pm, term time only. The centre provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Lora Teague

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 leaders and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages throughout the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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