

Inspection of West Point House Day Nursery

49 Kingston Avenue, Ilkeston, Derbyshire DE7 4BD

Inspection date:

30 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly and are happy to attend the nursery. Staff are kind to them and welcome them with a smile, supporting children's sense of belonging. Staff provide children with a good variety of resources and activities to support their learning and development. However, the curriculum, although generally well planned, is not implemented effectively. Staff talk about what they want the children to learn next, but their teaching is not consistently good enough to ensure that this is delivered in practice. This means that some children's attitude to learning is hindered, and meaningful learning is not consistently offered to enable every child to make at least good progress.

Children behave well and show that they are beginning to understand the nursery rules for a harmonious environment. They share, take turns and follow the rules appropriately. This is seen when pre-school children wait patiently for their turn to make play dough, and toddlers pass toys to others when requested by staff. Pre-school children safely negotiate the stairs as they confidently go up and down them before mealtimes.

Children, including those with special educational needs and/or disabilities (SEND), enjoy their time in the nursery. Babies enjoy the sensory experience of messy play as they touch, taste and smear coloured yoghurt on a tray. Toddlers have fun as they squeeze, prod and roll play dough. Pre-school children work well in small groups as they play in the water, filling and pouring with different-sized containers.

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

- Support for staff, in terms of their well-being, is good. Staff feel valued and that they are able to spend as much time as possible with the children and not on unnecessary paperwork. Supervisions are in place to allow staff to talk about any issues that they may have, and allow the manager to set targets to improve practice. However, the manager is not monitoring staff practice effectively to identify gaps in teaching. At times, this leads to variable teaching and poor implementation of activities.
- Due to the weakness in teaching, there are fewer opportunities for children to build on what they know and can do. For example, pre-school children delight in the feel of paint as they smear this onto paper using their hands and arms. However, the staff forget to extend or adapt the children's learning during this activity. They do not ask children about how this feels or if they know the colours they have made. There is not always a clear intention for what it is that they want the children to learn next.
- Children with SEND are very well supported. The staff know them well and take the time to find out about their individual care needs. They complete research

linked to children's differing needs and source training to help improve the provision for children. For example, they provide a variety of cups and straws to help with drinking. They work well in partnership with parents to ensure that they are able to fully meet the needs of any child who attends the nursery.

- Children have some opportunities for outside play to support their physical development. However, staff do not plan outdoor activities well enough to ensure that children access this area every day or use it to support and enhance their interests and learning.
- The menu offered to children is healthy and well balanced. Children clearly enjoy what they eat as they clear their plates and ask for more. They learn about how to have a healthy diet and the impact of this on their bodies. Oral hygiene is promoted through activities in which children clean pretend teeth and learn how to use toothbrushes. This also supports their small-muscle skills.
- Staff support children's developing communication and language skills effectively. They talk to them as they play and begin to introduce new words, such as 'squishy'. Staff sing songs and read books to children to help build their speaking skills.
- Relationships with parents are strong. Parents comment on how happy their children are in the nursery and about the caring and committed staff team. The parents appreciate the range of activities on offer to support children's engagement and enjoyment in the nursery. The staff provide parents with regular feedback on their child's day, and share ideas of how parents may support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to keep children safe in their care. They know the children well and understand how to recognise any concerns, such as changes to their behaviour and appearance. The manager and staff can also explain the signs and symptoms that may indicate that a child is at risk of harm, and who to contact should they be concerned for their welfare. Children learn how to be safe through everyday routines, such as walking up and down stairs and learning how to use equipment appropriately. The manager completes appropriate checks on staff to assess their suitability to work with children, including during recruitment and on an ongoing basis.

What does the setting need to do to improve?

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

	Due date
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<p>monitor staff practice more closely so that support and guidance for staff can focus more precisely on raising the quality of the curriculum and teaching</p>	<p>28/12/2022</p>
<p>ensure that the curriculum is implemented effectively for every child, based on what they know and can do, which takes account of their interest and needs to help further their learning and development</p>	<p>28/12/2022</p>
<p>ensure that every child has regular opportunities to access the outside play area, and that this is planned to enable every child to access a creative and challenging play space.</p>	<p>28/12/2022</p>

Setting details

Unique reference number	206330
Local authority	Derbyshire
Inspection number	10234309
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	0 to 4
Total number of places	49
Number of children on roll	25
Name of registered person	Khan, Shaheen Firdos
Registered person unique reference number	RP907162
Telephone number	0115 9325718
Date of previous inspection	17 March 2017

Information about this early years setting

West Point Day Nursery registered in 1997 and is located in Ilkeston, Derbyshire. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 and 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

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 manager joined the inspector on a learning walk, and talked to the inspector about the curriculum and what she wants children to learn.
- The inspector viewed the nursery and discussed the safety and suitability of the premises with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children to find out about their time at the nursery.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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