

Inspection of Westside Day Nursery

The Acorns Children's Centre, Nestor Grove, Bilton Grange, Hull HU9 4DB

Inspection date: 7 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Confidence, independence and well-being are at the heart of everything the nursery does. Older children spoke to the inspector about their nursery at every opportunity. Younger children confidently talked to the inspector about the shapes and colours they know. Children are well behaved and keen to engage with staff and other adults. This has a significant impact on their learning, safety and well-being. Children are confident, attentive and ready to learn.

Children are increasingly independent. Younger children learn to use cutlery well, and they scrape their plates at lunchtime. Older children proudly put their own coats and boots on to go outside. They automatically go to wash their hands after playing outside. They explain that this is necessary because 'you can't see germs'.

Staff foster warm, trusting relationships with children and their families. Children show they feel safe at the nursery. They turn readily to staff for reassurance or to talk about their needs and wishes. Babies snuggle comfortably with staff to share a book. Toddlers go happily to have their nappies changed. During well-planned small-group sessions, older children say that they would talk to their parents or staff if they were unhappy or hurt.

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

- The manager leads a well-qualified and stable staff team. Staff talk with passion about recent training and encouragement from management. They explain how this supports their work. They continually evaluate and revise what they do. For example, while children wait for their speech and language appointments, staff revise group time so children can practise their language skills. Staff review how they plan for children's continued learning. This makes sure that children make good progress across all areas of learning. Children benefit from a continually improving service which is responsive to their needs.
- Staff have a wealth of experience and knowledge in supporting children with special educational needs and/or disabilities. They know their children and families very well and understand the challenges they face. Staff develop strong partnerships with other agencies. They often receive informal advice from health professionals while children wait for their referrals to be processed. However, staff are less proactive in supporting parents to chase referrals or follow experts' guidance consistently. This means that some children receive more effective support than others.
- Staff promote children's good health. They help children to enjoy being active outside in the fresh air. Younger children have fun developing their strength and balance as they ride the bicycles. Staff teach older children to assess the risks of their play and to follow rules. Children call to their friends to 'watch out' because

they know not to set off down the slope until the route is clear. The nursery provides healthy home-cooked meals and snacks. Children relish the roast dinners and ample portions of fruit and vegetables. Staff often use cooking activities to support learning in all other areas. Children enjoy learning to weigh and measure ingredients, use utensils and set the timer.

- Children follow well-rehearsed routines that support their learning in all other areas. For example, younger children take part enthusiastically in the 'jumping bean' song as lunch is prepared. They patiently wait their turn to wash their hands before eating. Older children capably count how many bowls they need before setting the table and offering the serving bowl around.
- On the whole, the curriculum to support children's language works well. Children enjoy stories, books and rhymes. Younger children are excited to join in with the actions to their favourite songs. They practise saying 'sh, sh, sh' as they sing about the mummies on the bus. Older children often lead the 'circle' song to organise their friends ready for circle time. Their confidence to speak in small groups is an asset to their development. They have lots of opportunities to practise their language. Nevertheless, some children's pronunciation remains poor. Some staff are not aware of which sounds or words particular children need to practise. This means there are missed opportunities to reinforce this learning as children play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- work even more proactively with parents and other agencies to help children to get the support they need to access the curriculum
- develop an even sharper focus on the specific words or sounds that children need to learn and practise, so this can be more easily shared with parents and staff and practised as much as possible.

Setting details

Unique reference number	EY349651
Local authority	Kingston Upon Hull City Council
Inspection number	10305143
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	58
Number of children on roll	114
Name of registered person	Westside Day Nursery Ltd
Registered person unique reference number	RP910463
Telephone number	01482 613600
Date of previous inspection	13 February 2018

Information about this early years setting

Westside Day Nursery registered in 2007. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for during one week between Christmas and New Year and on bank holidays. 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
Pat Edmond

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 observed the quality of care, play and teaching. They assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector spoke to children to find out about their time at the setting. They spoke to several parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024