

Inspection of West Hill Life Ltd

Holy Trinity Church, High Street, Dartford, Kent DA1 1DE

Inspection date:

19 September 2024

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children form positive relationships with managers and staff, who demonstrate a caring attitude. For example, children who are settling in receive cuddles to support their emotional well-being. This helps them feel safe and secure. Older children show they are excited and happy to attend. They eagerly explore a range of stimulating activities planned around a book, 'The Very Hungry Caterpillar'. However, staff do not always plan for or have a collective view of what individual children need to learn next. Nevertheless, children enjoy some activities that interest them.

While leaders and managers have made some progress towards improvements, they have not yet fully addressed all of the weaknesses identified at the last inspection. Managers have not established effective processes to evaluate the quality of teaching. This has an impact on the experiences that all children receive.

Children generally behave well. They listen to their favourite stories on the carpet. Older children are fully engaged and confidently shout out the answers to questions related to the story. However, staff do not always encourage younger children to engage as effectively and they start to fidget and get out toys.

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

- Leaders have started to identify what improvements are required. They take immediate action to rectify issues when they are brought to their attention, showing a positive attitude to improve. However, staff do not consistently implement effective policies and procedures. For instance, some risks within the environment have not been identified. In addition, leaders have not ensured that the supervisions staff receive fully support them in raising their overall effectiveness.
- Managers and staff strive to build positive relationships with parents. They use various methods to communicate with parents. Managers collect children's starting points from parents when they first join. However, staff do not consistently use this information to identify children's next steps or their learning needs and to inform the curriculum right from the start. In addition, they do not always share information about children's progress to help parents support their children's learning at home.
- Managers provide a curriculum. However, staff are not clear about what they want children to learn. This is because they have not identified what children need to learn next and planned activities to build on this. This does not always ensure that children take part in activities that help them move forward in their learning and development. In addition, leaders and managers do not consistently deploy staff to ensure that learning is ambitious for all children to

develop their knowledge and skills further.

- Children develop their physical skills effectively. For example, they fill and pour water from real teapots into various cups. Children learn from staff how to use a range of tools, such as manipulating tweezers to pick up herbal tea bags. Staff extend the activity by showing children how to 'squeeze' lemons and limes. This supports children's emerging vocabulary. Staff encourage children to talk about the different aromas to support their expressive language skills.
- Staff plan activities to help children develop their mathematical skills. For instance, children count out small pasta pieces used for pips and arrange them on numbered melon slices. Staff support them to recite numbers and compare amounts. This supports children to develop effective mathematical knowledge.
- Staff prepare freshly cooked meals. Children enjoy a range of healthy snacks and nutritious meals. Staff encourage children to try and do things for themselves. This supports children's growing independence. For example, they clear away their plate and cutlery at mealtimes. Children begin to manage their own personal hygiene routines, such as washing their hands. Staff teach them to develop good habits for everyday life.
- Children develop a strong sense of community. For example, they take part in local events and have made flags for St George's Day. Children begin to develop an awareness of their diverse and cultural backgrounds to help them value and respect their own and each other's differences. This supports children to learn about the world around them successfully. Children have plenty of opportunities to go on trips in their local community. This includes trips to the park and library.

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

	Due date
support staff to identify appropriate next steps for children and plan activities that build on what children know and can do to help them make good progress	31/12/2024
ensure robust policies and procedures are in place and consistently followed by staff.	29/11/2024

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

- use initial information from parents more effectively to identify children's learning needs right from the start and to inform the curriculum
- improve arrangements for ensuring that all parents know how to support their children's learning at home
- review and strengthen staff supervisions and staff deployment to raise the quality of teaching children receive and to ensure children are fully engaged in their learning.

Setting details

Unique reference number	EY561707
Local authority	Kent
Inspection number	10326127
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 3
Total number of places	20
Number of children on roll	32
Name of registered person	West Hill Life Limited
Registered person unique reference number	RP902482
Telephone number	01322278677
Date of previous inspection	30 November 2023

Information about this early years setting

West Hill Life Ltd registered in 2018. It operates from a church building in Dartford, Kent. The setting is open Monday to Friday, from 8am to 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years old. The setting employs six members of staff, five of whom hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to the nominated individual and managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and assessed the impact this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out two joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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