

Inspection of Westside Day Nursery Ltd

Westside Day Nursery LTD, John Havelot House, Grange Road, Hull HU9 4LQ

Inspection date: 28 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop strong, trusting bonds with staff, who know them well. It is clear that staff take great care in making sure children feel secure and happy during their time at the nursery. For example, babies get excited when staff return to the room and snuggle in for reassuring cuddles. Staff return genuine affection back to babies.

The curriculum builds on what children already know and can do. There is a clear focus on developing children's communication and literacy skills through the love of photos and books. Babies look at pictures of their families to encourage them to name family members. Toddlers are encouraged to say key words from familiar stories. Older children listen carefully to stories and are given time to recall and say well-known phrases.

The nursery atmosphere is calm as children confidently play in their chosen activities. Children are offered gentle reminders to be kind and share resources with their friends. Staff work with parents and other professionals to help meet the needs of children with special educational needs and/or disabilities. A sensory room is available for when children are feeling overwhelmed or just need a space to regulate their emotions. This supports children to engage in their learning and make good progress.

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

- Children are supported very well to develop their listening and attention skills. Different everyday sounds are played for children to identify. They concentrate and listen well before taking it in turns to name the sounds. New words are introduced. For example, staff introduce the word 'flushing' when children recognise the sound of a toilet.
- During adult-led activities, staff position themselves well to engage children in their learning. However, at times, some daily routines and tasks that are carried out by staff are not as well organised. This has an impact on the time and attention that staff provide to fully support children's learning. Although the management team have recognised this, it has not yet been fully addressed.
- Overall, children show good levels of engagement. However, during group activities, at times, not all children are as well engaged in activities as others. Some children quickly lose interest and wander off and are not encouraged to remain with the group. This causes a distraction for all children. This means that some children do not benefit fully from all learning opportunities.
- Children routinely practise their independence as they self-serve during snacks and mealtimes. They skilfully use tongs and spoons to pick up food. Children confidently eat using cutlery appropriate to their age. This helps them to gain

the skills and understanding they need to help prepare them for their next stages of learning.

- The nursery places children and their families at the centre of everything they do. Regular stay-and-play sessions are available for parents and carers. Assistance is sought from parents on what they want their children to learn. Activity ideas are then shared to continue learning at home. Parents are complimentary about the nursery and state that they receive regular updates on their children's progress. This helps parents feel valued and their voices heard.
- Detailed information is gathered about children before they start at the nursery. This assists in supporting children to settle quickly as staff have a good understanding of children's interests, likes and dislikes. Details of existing knowledge help staff to plan learning at the right level that is relevant to children's individual learning needs.
- Leaders and providers have a clear vision for the nursery. They reflect accurately on the areas they wish to improve. The management team plans to introduce more natural resources and limit the number of plastic toys. Additionally, it plans to develop the outdoor area for babies to make it more accessible for them to further promote their physical development.

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:

- continue to review and assess daily routines and tasks to ensure staff are deployed effectively to consistently meet the needs of children
- develop strategies to support all children to remain engaged in group activities so they benefit fully from the learning opportunities.

Setting details

Unique reference number	EY543295
Local authority	Kingston Upon Hull City Council
Inspection number	10375798
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	53
Number of children on roll	100
Name of registered person	Westside Day Nursery Ltd
Registered person unique reference number	RP910463
Telephone number	01482703310
Date of previous inspection	2 May 2019

Information about this early years setting

Westside Day Nursery registered in 2017 and is based in Bilton Grange, Hull. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery employs 11 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6 and one at level 5. A further four hold early years qualifications at level 3 and one at level 2. The nursery offers government funded places for childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke 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 observed the interactions between staff and children.
- The manager and the inspector carried out joint observations during 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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