

Inspection of West Hill Life Ltd

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

Inspection date: 23 June 2025

Overall effectiveness	Good
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 of all ages and abilities are happy, confident and independent during their time at the friendly and welcoming setting. Staff have a good understanding of their challenging curriculum and how they successfully implement it. Staff plan well-thought-out activities that they know will challenge and motivate children to learn. For instance, when children have a keen interest in space, they go on to learn about the solar system. This includes learning the names of the planets. Children use their imagination, such as making their own space suits and helmets and they enjoy 'being on the moon'.

Staff are positive role models and children behave well and are polite and kind to each other. Staff teach children about the importance of following good hygiene practices. For example, children independently follow thorough handwashing routines. They learn about the importance of eating healthy food. For example, they are excited to pick their home-grown tomatoes. Staff provide all children with good opportunities to build on their physical skills. This is demonstrated when children enjoy regular games with a sport coach and enjoy a wide range of dance activities. Children confidently and safely negotiate age-appropriate climbing equipment on daily trips to the park.

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

- The managers and staff have worked together to ensure they have made significant changes since their last inspection. They have a clear and concise understanding of the challenging curriculum they implement. Staff know how to support children to make good progress in all areas of learning and know children's individual needs and abilities well.
- All staff, including managers, establish positive relationships with all children. Staff plan activities that they know children will enjoy. This helps keep children motivated to learn. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), have a positive attitude towards their learning and make good progress.
- The managers and staff support children with SEND well. They liaise closely with outside specialists to implement effective strategies to support children's development. This includes using visual prompts to help children fully understand and manage changes in routine.
- All staff establish positive partnerships with parents. They discuss children's starting points when they join the setting and staff keep them informed of their children's learning and the next steps in development. Staff communicate with parents regularly and encourage them to share children's learning from home. Parents speak highly of the staff and the level of communication they receive.
- Overall, children are happy, safe and settled at the nursery. They are generally

engaged in activities throughout. However, there is an exception to this during large-group activities, such as group story times. For example, during these times some children become a little disruptive and it can appear a little chaotic. Staff do not consistently organise and manage large-group activities to ensure that all children remain engaged in their learning opportunities throughout.

- The managers closely monitor the quality of care and teaching that staff provide children. As a team, they evaluate together and reflect on what went well and what could be done differently. They use their findings to support their future activity plans.
- Overall, staff are supported and encouraged to develop their skills and knowledge, particularly in relation to safeguarding where their knowledge is strong and current. Although, they have attended some beneficial training, such as Makaton; staff do not have consistent or regular opportunities to build on their skills and knowledge to continue to enhance their quality of teaching in a wider range of early years topics.
- All staff support children to develop good communication skills. Staff provide good-quality interactions and ask good thought-provoking questions. Children are confident to communicate and share their ideas and thoughts.
- Staff teach children about other countries, traditions and festivals outside of their own communities and experiences. This includes talking about Diwali and trying food from around the world, such as traditional Polish dishes.

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:

- review and improve the organisation of large-group activities to ensure all children remain fully engaged throughout
- build on staff's skills and knowledge to continue to enhance the quality of teaching and children's learning opportunities even further.

Setting details

Unique reference number	EY561707
Local authority	Kent
Inspection number	10372978
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 4
Total number of places	25
Number of children on roll	37
Name of registered person	West Hill Life Limited
Registered person unique reference number	RP902482
Telephone number	01322278677
Date of previous inspection	19 September 2024

Information about this early years setting

West Hill Life Ltd registered in 2018. It is located in Dartford, Kent. The setting is open Monday to Friday, from 8am until 6pm, term time only. The setting employs eleven members of staff, nine of whom hold relevant early years qualifications at level 2 and above. This includes four members of staff who have a relevant early years qualification at level 3. The setting receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with management. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Management shared written documentation for the inspector to review. This included safeguarding and child protection policies and procedures.
- The inspector spoke to management, children, parents and staff at convenient times and considered their views.
- The inspector and management carried out a joint observation on a creative activity time, focusing on the quality of teaching.

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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