

Westerham Day Nursery

Inspection report for early years provision

Unique reference number EY298791
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Inspector Gail Robertson

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Westerham day Nursery opened in 2005. It operates from six rooms in a purpose built building in the grounds of Churchill Primary School in Westerham, Kent. A maximum of 50 children may attend the nursery at any one time. The pre-school is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There is easy wheelchair access and facilities inside.

There are currently 87 children aged from three months to five years on roll. Of these 32 children receive funding for nursery education. Children attend for a variety of sessions each week. The setting currently supports children with special educational needs and children who speak English as an additional language. This provider is on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs 19 staff, 16 are qualified, 3 are unqualified and there are 2 lunch time assistants. Many of the staff, including the provider are studying for higher qualifications. The setting receives support from the Local Authority and enjoys strong links with the school and other pre-school providers.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are enthusiastic, happy and have an enjoyable time in this nursery. They are well supported in their learning and development by caring, friendly staff. Adults work well together, plan interesting tasks, games and activities that meet the interests of all children. Parents know their children are safe and they are well looked after, so no wonder children do not want to go home. The leadership and management is good and there is good capacity to improve further. The nursery enjoys close links with other providers of Early Years Foundation Stage care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the outside area to provide shade for children and an awareness of words, letters and numbers in the world around them
- ensure parents contribute to children's 'Unique Story' of their achievement and development
- make sure that the more able children are identified in the planning so they are stretched to reach their full potential

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all children have privacy at nappy changing time (suitable premises, environment and

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equipment)

The leadership and management of the early years provision

The owner and manager provide good leadership in promoting staff team work. They have created a happy, interesting and fun place for children to explore and learn, to make friends and enjoy each session to the full. The manager believes strongly in listening to children to find out what is important to them. Staff appreciate the lead that she gives and the standards she sets.

Monitoring and reviewing provision and practice are well established and improvements are made for the benefit of all the children. The manager has a good knowledge of the strengths and areas to develop within the setting. She asks each room supervisor to fill in the Ofsted evaluation form and collates their responses to prioritise areas for improvement. The areas for changing babies and toddlers' nappies do not afford them sufficient privacy, the manager is aware of this weakness. The recommendations in the previous report have been fully addressed. The manager had produced an action plan monitoring the progress made against the criteria set. All safeguarding procedures are in place and rigorously implemented. The quality of the policies and risk assessments are effective in ensuring all children are kept safe.

Improving staff knowledge through in-house training and external providers such as the Local Authority is important in this setting. The manager has a complete picture of the training undertaken by each staff member. There are good procedures to ensure key workers know their children well and build up that extra relationship with them. Staff make observations of the children and use this information to guide their planning in response to the child's next steps in learning and the child's interests. The planning, however, does not indicate those children who are more able, nor outlines activities specifically for their need. Parents are included in the assessment process and informed about their child's development and progress through informal and formal meetings. Parents' contribution to their children's unique learning story is at an early stage. The nursery has good relationships with other providers; they share the knowledge they have of the children with them.

The partnership with parents and carers is outstanding. They feel comfortable in leaving their children here as one said 'It isn't easy leaving my toddler in the mornings, but he has such a lovely time I don't worry so much.' Parents are consulted and fully informed of the experiences children have on a daily or long term basis. Parents appreciated 'the most welcoming and approachable staff.' There are strong links with the adjoining school.

The quality and standards of the early years provision

All children, babies and toddlers enjoy learning and are provided with an interesting range of activities to help them learn and develop in the bright and

attractive rooms. Babies in the Ladybirds room are taught how to feed themselves. They love the sensory books enjoying the feel of their fingers running along the different textiles. Toddlers are helped to be independent in the Bumble Bees room. Staff are patient and have fun encouraging them to try different foods such as pineapple and to make choices of how much to eat. Children's curiosity and desire to explore is exploited to the full in the Caterpillar and Butterfly rooms. All children thoroughly enjoy their activities like the large lego, the table top toys, the role play areas and the engaging creative activities that are prepared for them daily. There is a good balance of adult initiated and child led activities. On the walls there are many examples of staff taking notice of children's interests and then developing their ideas. Many of the wide range of resources are stored at low level to enable children to make their own choices.

In the Butterflies room, for the preschool children, the alphabet is displayed where children can easily see and refer to it. They loved counting and reciting counting rhymes and enjoyed the stories staff tell them. Staff are good at helping children to develop their speaking, listening and counting skills. They listen to the CD retelling children's poems with a jungle theme. One shouts out 'That is a different rhyme!' They listen so intently that when the lion roars they actually jumped in their seats. Children love the outside area with the freedom to explore and play. There were many photographs of children exploring and enjoying all the physical activities. On the day of inspection, the weather was far too hot to stay too long outside and there was minimal shade for protection. The staff made sure children had hats and sun cream on before venturing out. There are many activities outside for children to develop physically but not of the world of letters, word and numbers to develop their communication and number awareness.

The welfare and well being of the children is good. Children behave exceptionally well because of the high expectations adults have of them. They learn to share, play and have fun with each other and look forward to coming to further develop their friendships. They are polite and speak well, have a wealth of vocabulary and enjoy conversations with the staff. They are clear about staying safe and know how and when to wash their hands. Snack and lunch times are used effectively to promote healthy eating. One of the Caterpillar children shouted out when she saw the colourful tea time food 'OH WOW' They had great difficulty in deciding from the excellent choice of sandwiches and array of vegetable and fruit what they would like to eat. Children develop a growing knowledge of their community and the world of work through their play, stories and visitors to the setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met