

Westmill Nursery

Westmill Village Hall, Westmill, BUNTINGFORD, Hertfordshire, SG9 9LJ



Inspection date

31 October 2017

Previous inspection date

20 September 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The providers and staff have extremely high expectations of what children can achieve. They use their extensive knowledge of the curriculum and how children learn to carefully plan the environment. Children thoroughly enjoy the impressive range of well-chosen learning opportunities on offer. They quickly become very motivated and eager learners.
- The providers and staff develop highly effective partnerships with parents. The extended settling-in process is very well tailored to the needs of each child. Staff get to know the children exceptionally well and children quickly become emotionally secure and ready to learn.
- Children convey happiness and self-confidence as they make their own choices during play and everyday routines, such as snack time. They enjoy particularly warm and positive relationships with experienced, nurturing staff. Staff teach and encourage children to make choices and develop independence as soon as they are able.
- Observation and assessment practice are exemplary. Highly effective systems are in place for tracking and analysing children's progress. Any gaps in learning are very quickly identified and addressed so that progress continues without delay. Parents are warmly encouraged to share in their learning and development regularly.
- There are excellent opportunities for staff to undertake a wide variety of professional development opportunities. This enables them to continue raising the quality of provision and has a very positive impact on children's well-being and very good progress.

What the setting needs to do to improve further

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

- explore innovative opportunities that encourage the most able children's involvement in the assessment process.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with one of the providers.
- The inspector held a number of discussions with both providers, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the providers and staff how they reflect on their practice.
- The inspector took account of the views of parents through email feedback and discussions during the inspection process.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is outstanding

The providers are extremely skilled in leading and inspiring their staff. Everyone is highly committed to providing children with the very best possible start in life. Arrangements for safeguarding are effective. An extremely robust recruitment process and an induction period are implemented to ensure that all staff are suitable and well qualified to care for children. All staff have a very secure and up-to-date knowledge of how to keep children safe. The providers seek out and value contributions from staff, parents and children, as well as from other professionals. They use these to make ongoing improvements that ensure highly positive outcomes for all children. For example, ideas of extending outdoor learning led to a bid for local allotment land. Children now enjoy this excellent new resource which has led to lively activities. These include developing children's knowledge about plants with berries that can harm them as well as planting, growing and composting.

Quality of teaching, learning and assessment is outstanding

Staff use innovative activities that encourage children's natural curiosity and skilfully covers areas of learning. For example, a sensory activity involving pumpkins and play dough, prompts children's fascination as they feel the soft seeds. They notice these become hard as they dry. Children look at pictures and use their existing knowledge as they create hedgehogs by moulding the dough in their hands, adding pumpkin seeds to create spines. Such activities help children to develop their physical, language, communication and other skills extremely well. Staff help to support language development as they repeat words, narrate events and use facial expressions to relay meaning. Children love to imitate simple words, for example as they play in the doctor's role-play area. They develop an excellent understanding of taking turns when speaking. The providers and staff have identified that the most able children could be challenged even further to contribute directly to their individual learning journeys.

Personal development, behaviour and welfare are outstanding

Staff demonstrate great respect for each child and their family. They skilfully promote children's self-confidence and allow time for children's needs to be met. For example, providing photographic books for children before they start, helps them to become familiar visually with staff and the setting layout. From an early age children learn to share and care for each other very well indeed. Their behaviour is exemplary. Children love the wide variety of activities and local trips. They extend their physical skills through frequent trips to their secret garden, joining in games and delivering harvest hampers to local residents.

Outcomes for children are outstanding

Children flourish at the nursery. They enjoy learning about the wider world and how to respect others. All children make rapid progress in each area of their learning in relation to their starting points. Children are very well prepared indeed for the next stages in their learning and their eventual move on to school.

Setting details

Unique reference number	EY460803
Local authority	Hertfordshire
Inspection number	1066792
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	28
Name of registered person	Westmill Nursery Partnership
Registered person unique reference number	RP907313
Date of previous inspection	20 September 2013
Telephone number	01763 273005

Westmill Nursery registered in 2013. The nursery providers employ eight members of child care staff. All hold level 3 qualifications and one holds early years professional status. The nursery staff provide funded early education for two-, three- and four-year-old children. The nursery is open Monday to Friday during school term times. Sessions are from 9.20am to 1.20pm with an extended session operating from 1.20pm to 2.20pm on Monday through to Thursday.

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