

Inspection of Westview Day Nursery

35 St. Margarets Street, Bradford-on-avon BA15 1DW

Inspection date: 19 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming and nurturing nursery. They are highly motivated to engage in learning. Children settle quickly on arrival and key persons provide extra reassurance and support for new children. Children demonstrate they feel safe and secure. The caring and enthusiastic manager and staff are excellent role models. Children's behaviour is exemplary.

The provider and manager have high aspirations for staff and children. Children benefit from a well-designed curriculum and a stimulating learning environment. Staff plan interesting and challenging experiences to help all children, including those with additional needs, to make good progress from their starting points. Children learn about the world, different countries, and cultures as they explore in the 'adventure room'. Staff support children effectively to recall previous learning about 'cold' countries. Children keenly talk about the weather and work together well to put pictures of clothing into 'weather trays'. They laugh with delight as staff bring the activity to life, sprinkling 'snow' and spraying 'rain'. Staff extend children's learning, supporting them to make a paper fan to create wind.

Due to the COVID-19 pandemic, parents are not able to enter the nursery to help minimise the risk of infection. Parents and carers speak glowingly about the nursery, the manager and staff. They appreciate the wealth of information they receive about their children's learning and time at nursery, and receive ideas to support learning at home.

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

- The provider and manager are committed to providing a high-quality provision. The manager arranges peer observations and regular supervision meetings to help staff focus on areas for improvement. Staff speak positively about the support they receive for their professional development. Key persons know their key children well and the quality of teaching is good. However, at times, staff do not know what all children in their base room need to learn next, to enable them to consistently adapt their interactions with children to the highest levels.
- Children develop skills in readiness for school. Staff teach children to understand their emotions and to respect others' feelings. Older children show care and consideration for younger children, such as when they share and take turns with resources without staff intervention. Children build friendships at the nursery, develop their independence and make decisions about their play. They learn to put on their shoes and coats, and serve themselves food at mealtimes. Older children learn to hold a pencil correctly and start to recognise written letters and numerals.
- Children benefit from healthy food and regular outings in the local community.

They develop their physical skills. For example, all older children receive swimming lessons and staff teach them yoga. Children remember how to flex their bodies to the 'shark' position and know to breathe in through their nose and out through their mouth as they move. Babies move confidently around and over apparatus. They develop their coordination skills, such as when they persevere to fit different shapes onto wooden poles.

- Staff sing enthusiastically and regularly with children, supporting developing communication and language skills. Babies demonstrate their enjoyment as they move their bodies and start to join in with actions. Older children join in with familiar rhymes and songs. Staff provide a narrative for children's play and engage children in conversations. Staff ask children questions to extend their thinking but do not always wait for them to respond before giving them the answer. Staff use signing to reinforce babies' understanding. Children become confident communicators and talk fluently to each other and adults.
- Children of all ages access a broad range of media and materials to develop their imagination and creative ideas. Children concentrate on tasks, show resilience and try hard to succeed, such as when they use pipettes to transport coloured water to their herb potions. Staff develop children's mathematical understanding, for example encouraging them to read the weight of margarine on the scales and to measure a full and a half tablespoon of flour as they make cheese scones. However, staff do not make full use of opportunities to encourage children to solve problems.
- Children develop a love of books. Staff teach babies to turn the pages and talk to them about the pictures. Older children show good listening skills and are highly engaged as staff read 'Tyrannosaurus Drip'. Staff extend children's learning well, encouraging them to look in a mirror and compare their characteristics with the dinosaur's. Children eagerly talk about the dinosaur's many sharp teeth and have discussions with staff about whether dinosaurs have four legs or two arms and two legs.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager understand their role and responsibility to keep children safe. They have recently made changes to the recruitment procedures to help ensure staff are suitable for their role. The manager works with other agencies as required to promote children's welfare. She maintains required records and shares important information with relevant staff to help protect children from harm.

Staff have a secure knowledge and understanding of child protection and wider safeguarding matters. They know how to identify any concerns. They are confident about what to do should they have any concerns about a child or adult working on the premises.

Staff supervise children well to keep them safe, including sitting with children during mealtimes and when they sleep.

What does the setting need to do to improve?

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

- ensure staff know what all children in their base room need to learn next, to enable them to consistently extend all children's learning as well as possible during play and activities
- increase opportunities for children to solve problems and give them time to think and respond to questions.

Setting details

Unique reference number	2634776
Local authority	Wiltshire
Inspection number	10216762
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	1 to 8
Total number of places	100
Number of children on roll	104
Name of registered person	Blousie and Frank Limited
Registered person unique reference number	2634775
Telephone number	01225864544
Date of previous inspection	Not applicable

Information about this early years setting

Westview Day Nursery re-registered in April 2021. It operates in Bradford-on-Avon, Wiltshire. The nursery operates from 7am to 6.30pm for 51 weeks of the year, with the exception of bank holidays. The nursery employs 33 staff who work with the children, including the manager who holds a recognised early years qualification at level 7. Another 26 staff hold relevant qualifications from level 2 to level 6. The nursery also employs a chef and an administrator. One of the directors holds early years professional status. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided throughout the nursery, and assessed the impact that this was having on children's learning.
- The inspector interacted with children during the inspection. She talked to staff, parents and grandparents and took account of their views.
- The manager carried out a joint observation of a group activity with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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