

Inspection of Westview Day Nursery

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

Inspection date:

30 November 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised, as the designated safeguarding lead (DSL) does not fully understand her role to keep children safe. She has not followed her local safeguarding procedures effectively to ensure that documents are well organised so that timely referrals can be made where needed. This has resulted in significant safeguarding concerns about children in her care not being recorded and shared with relevant professionals within the required timeframe.

Leaders and staff create and implement an ambitious, broad curriculum, which they instil throughout the nursery. Staff use their knowledge of the children to engage and excite them in their current topic of winter. Older children create structures of 'igloos' for their Arctic toy animals. Staff provide children with sufficient challenge and develop their critical thinking skills. Staff ask children what else they need for their structure and how they could further develop it. Children confidently share their ideas. Babies learn about their different senses as they explore 'snowball' pom-poms and pinecones. Supporting staff introduce children to new vocabulary such as 'soft' and 'bumpy' to describe the items.

Staff have high expectations for children's behaviour and build meaningful relationships with them. Babies settle well. Even those who have recently started are happy and engaged. When babies sit together for snack, they look to each other and giggle as they bang their hands on the table. Older children play well together and respect each other's wishes. For example, when children create a narrative with the toy animals and would like a toy another child has, they ask them kindly if they can have it. Children accept when they cannot have the toy immediately and patiently wait their turn. Children learn respect and tolerance from an early age.

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

- The DSL does not fully understand her role and responsibility to follow local safeguarding procedures, and she does not consistently record significant events that occur, despite having ongoing concerns about children and their families. Furthermore, she does not share all pertinent information with external agencies in a timely way to ensure children are kept safe.
- Leaders and staff structure a well-sequenced curriculum for children. They organise this age-appropriately throughout the nursery. All children are empowered to be independent. At mealtimes, staff support babies as they learn to drink from open cups and are offered a choice of what they would like to eat. Older children tend to their own personal care needs. They remove and replace their wellingtons and coats after outdoor play, and they confidently make choices in their environment. Staff respect and facilitate children's choices. For example,

when children discuss the topic of winter and the Christmas tree in the local town, staff take them on a walk to see the tree. Children develop independence and confidence, and they feel valued from an early age.

- Leaders and staff create positive partnerships with parents. Parents report on the 'incredible team' and how it goes 'above and beyond' to spark children's imaginations and develop their learning. Parents of children with significant medical needs share that nothing is too much trouble for the team, which provides their children with an inclusive environment. Parents know that their children enjoy their time at nursery.
- Staff support children with special educational needs and/or disabilities well to ensure they make good progress. Staff know the children, and how best to help them, well. Leaders and staff liaise with outside agencies to ensure they provide children with the best experiences while at the nursery. Staff quickly identify when children struggle with certain aspects of the routine. They use their knowledge and the advice they receive from external agencies to adapt the routine, where possible. They introduce visual picture cards to support understanding for children.
- Staff are very good role models for children. They model play and engage children in meaningful interactions and conversations. Babies enjoy a game of peekaboo with staff. Babies laugh and shriek with excitement when staff say 'boo'. Older children sit with staff and draw Christmas pictures. Children discuss with staff what they get in their Christmas stocking. They also discuss their family traditions and what these mean to them. Children say they 'love' Christmas and are excited. Children recall and share their home experiences and learn about the traditions of others.
- Staff provide children with lots of opportunities to develop their physical skills. Babies climb confidently on the indoor climbing frame. Staff support them, where needed, and use positive reinforcement, saying, 'good climbing', when they achieve. Older children go on walks around the local area, attend regular forest school days and access indoor physical activities. Children become confident in their physical skills.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have a good understanding of the signs and symptoms of risk and how to record and report these, if necessary. Staff are aware which external agencies they can contact if they need further advice. Despite this, the DSL is not always consistent in her recording and reporting of significant safeguarding concerns. This compromises children's welfare. Staff know the procedures to follow should they have a concern regarding the practice of a member of staff. Staff make effective risk assessments, both within the nursery and when they go on outings, to ensure the environment is safe for children to explore.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure the DSL fully understands her role and responsibility to follow local safeguarding procedures, particularly in relation to the recording and reporting of significant events and child protection concerns.	08/12/2023

Setting details

Unique reference number	2634776
Local authority	Wiltshire
Inspection number	10320789
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 8
Total number of places	104
Number of children on roll	121
Name of registered person	Blousie and Frank Limited
Registered person unique reference number	2634775
Telephone number	01225864544
Date of previous inspection	19 January 2022

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 37 staff who work with the children, including the manager, who holds a recognised early years qualification at level 7. Another 22 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

Inspectors

Sarah-Louise Clements
Marie Swindells

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspectors 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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