

Inspection of Westview Day Nursery

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

Inspection date: 7 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They eagerly arrive to start their day at the nursery and the friendly staff welcome them warmly. Staff engage extremely well with the children and put them at the centre of everything they do. As a result, children are confident, independent, and highly motivated to learn. Children's behaviour is good.

The dedicated and passionate manager and her staff team have created an interesting and inviting learning environment. They plan a wide and ambitious curriculum, which builds successfully on what children already know and can do. As a result, children make good progress across all areas of learning, including children with special educational needs and/or disabilities (SEND). Children become immersed in their play. Older children count how many scoops of sand it takes to fill different-sized containers as they build sandcastles. They develop a love of books and stories and join in with familiar phrases. They demonstrate high levels of self-esteem and play well with and alongside one another. Staff support the younger children well to gain good confidence and independence to explore and investigate. Children enjoy targeted group activities, where they learn the words to nursery rhymes, helping to develop their vocabulary and social skills.

Partnerships with parents are strong. Leaders and staff work hard to ensure parents receive the support and input they need to enable their children to thrive at the nursery and at home.

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

- Staff know the children well and have excellent knowledge of each child's starting points and individual next steps in learning. They use this knowledge to successfully plan the curriculum and address any gaps in children's learning.
- Children have many learning opportunities, indoors and outside. They take part in the town's annual pancake race, they enjoy swimming lessons and visit the library. Staff take children to visit the local market to buy bread and learn about how it is made. These enjoyable activities provide children with a sense of belonging within the local community and increase their understanding of the world.
- Children are confident and independent learners. Staff have high expectations for what children can achieve by themselves. Older children demonstrate increasing independence in handwashing and dressing for outside play.
- There is a strong focus across the nursery on children's communication and language development. Staff create a language-rich environment with super opportunities for children to sing songs, listen to stories and engage in conversations with staff and one another. Children are keen to share their ideas

and excitedly demonstrate their good knowledge of what they have learned. However, occasionally during small-group time, staff do not always ensure that older children have the same opportunity to contribute their ideas.

- Staff support the youngest children well with their communication and language. They sing lots of songs and rhymes and teach children to sign to help them communicate their needs. They constantly talk to the children about what they are doing, and children begin to babble and repeat the new words they hear. However, at times, staff do not use the appropriate words so that these children hear the correct vocabulary.
- Staff introduce mathematical language as children play. They introduce shapes and numbers, and older children are beginning to recognise numerals and their value. Children use numbers and shapes as they make scones. They understand the concept of size and which number is biggest. Children demonstrate what they have learned in their independent play as they draw and name shapes, such as a circle and square.
- Staff provide meaningful opportunities to encourage toddlers and pre-school-age children to discuss their emotions. This helps children to recognise how they are feeling and understand the impact their behaviour may have on others. Children have a positive attitude to learning.
- The manager supports staff well. There are effective systems for the coaching of staff. The manager chooses carefully training which has the biggest impact on children's learning. Staff confidently discuss how training has improved their practice, such as through building children's independence and supporting children with SEND.
- The manager, who is also the designated safeguarding lead, has a thorough knowledge and understanding of her role and responsibilities to keep children safe. She ensures that local safeguarding procedures are followed promptly, and meticulous records are kept. Furthermore, she shares pertinent information with external agencies to help keep children safe from harm.
- Staff working with the younger children are very sensitive, caring and attentive, meeting the children's emotional and personal needs very well. The younger children confidently explore their environment and the resources on offer. They seek out staff for support and enjoy their input. Children are very happy and emotionally secure.

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:

- provide the older children with more consistent opportunities to contribute their ideas in group activities
- provide the youngest children with the appropriate words and language to enable children to learn the correct vocabulary.

Setting details

Unique reference number	2634776
Local authority	Wiltshire
Inspection number	10326175
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 7
Total number of places	89
Number of children on roll	110
Name of registered person	Blousie and Frank Limited
Registered person unique reference number	2634775
Telephone number	01225864544
Date of previous inspection	30 November 2023

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 is in receipt of funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Michelle Heimsoth
Janet Armstrong

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.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The second inspector spoke to parents and took account of their views.
- 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 inspectors spoke to children and staff during the inspection.
- The lead inspector spoke with the manager and nominated individual/provider about the leadership and management of the setting.
- The lead 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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