

Westwood Nursery School

Upper Westwood, Bradford-on-Avon, Wiltshire, BA15 2DH



Inspection date

27 June 2017

Previous inspection date

11 May 2015

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

Summary of key findings for parents

This provision is good

- Children thoroughly enjoy their time at this small and friendly nursery. Children form close bonds with the caring staff and this helps them feel settled and secure.
- Staff keep a close check on children's development. They quickly spot children at risk of falling behind and work with parents and other professionals, if necessary, to enable children to get the support they need to help them catch up.
- Staff provide a wide range of stimulating activities and outings that captures children's interest and makes them eager and independent learners. Staff are enthusiastic, playful and, overall, effective teachers. Children make good progress in their learning.
- Children spend extended periods of time playing energetically outside, which greatly benefits their health, physical development and well-being.
- Staff and leaders are highly reflective. They use a recognised accreditation scheme to look in detail at different aspects of their provision. This has developed staff's teaching, such as providing exciting sand play, including lights and jewels, to motivate children and introduce rich vocabulary.

It is not yet outstanding because:

- Staff sometimes miss opportunities, such as when children are initiating their own play, to help them develop their ideas and extend their learning fully.
- Staff very occasionally overlook the needs of the younger children. For example, larger group activities are not always appropriate, and staff are not consistently effective at encouraging the younger children to join in.

What the setting needs to do to improve further

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

- enhance the monitoring and supervision of staff, to raise the quality of teaching to a consistently very high standard, including during play that children initiate themselves
- provide activities for the younger children that are consistently appropriately challenging and engaging, especially for those who are quiet or less confident.

Inspection activities

- The inspector observed children during indoor and outdoor activities. She assessed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager of an activity. They discussed how the manager monitors staff's performance.
- The inspector spoke with staff, children, the manager, members of the committee and parents.
- The inspector sampled documentation, including children's records and evidence of staff's suitability.
- The inspector spoke with several parents and took account of their views, and those from parent questionnaires.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The qualified and experienced manager uses her detailed knowledge of child development and the requirements to support staff to deliver good-quality care and learning overall. All staff receive safeguarding training, including the manager at an advanced level, and are confident in how to recognise, record and report concerns. The committee understands and fulfils its responsibilities. The manager works closely with other agencies to help protect children from harm. She attends a professional network with others in the locality and they share their expertise. This has a positive impact on outcomes for children. Staff build strong partnerships with parents. They keep them very well informed of their children's progress and well-being, and encourage them to share information from home. They work together well to support children's learning.

Quality of teaching, learning and assessment is good

Staff make good use of structured teaching opportunities each day. For example, to build confidence and speaking skills, staff use pictures and props to encourage a small group of children to invent and tell their own story. Children are wonderfully imaginative and use a rich vocabulary. Staff encourage them to consider all ideas and to think creatively, for example, as they wonder how a fish could pick up a key. Children are good at developing their own ideas and staff listen to them and value their suggestions, for example, in how they might retrieve a ball stuck in the tree. Staff make good use of the opportunity to raise children's awareness of safety. Staff share their knowledge with parents so they can support their children's learning and development at home, for example, showing them how to model writing to their children.

Personal development, behaviour and welfare are good

Children are independent, confident and self-assured. Staff praise children's efforts and acknowledge their feelings, and children feel good about themselves. Children respond well to the daily routine and staff's expectations, and they understand what is expected of them. Children are kind and considerate, and amicably resolve any minor disputes. Their behaviour is exemplary. Children take part in many fundraising and celebratory events that involve them in the wider community and help them understand about different ways of life. Children learn a great deal about keeping safe and healthy. They enjoy the nutritious snacks provided and follow good hygiene routines. They very much enjoy tending their vegetable patch and eating the produce. They learn to manage small risks without being overly fearful, such as balancing on the climbing frame. They pedal and scoot at speed, carefully avoiding others.

Outcomes for children are good

Children are prepared well for starting school. They have good social skills that help them make friends. They confidently express their views and listen to others. They are curious and try different ways of doing things. They love books and enjoy making marks in various ways in good preparation for learning to write. They recognise some familiar words and some can write their names. They count, sort and measure as they play.

Setting details

Unique reference number	145849
Local authority	Wiltshire
Inspection number	1089717
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Westwood Nursery Committee
Registered person unique reference number	RP904784
Date of previous inspection	11 May 2015
Telephone number	01225 863117

Westwood Nursery School registered in 2001. It is situated in Upper Westwood, close to Bradford-on-Avon. The nursery opens weekdays from 8.45am to 3pm, during school terms. The nursery committee employs four members of staff, and all staff hold early years qualifications. The manager holds a degree in early years childcare and three staff hold relevant childcare qualifications at level 3. The nursery provides funded early education for children aged two, three and four years.

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