

# Westbury Day Nursery Limited

Ripple Road, Barking, Essex, IG11 7PT



## Inspection date

11 January 2018

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Outstanding

1

Outcomes for children

Good

2

## Summary of key findings for parents

### This provision is good

- The managers form an effective team and are highly committed to continuous improvement. They regularly evaluate the quality of teaching and learning, and seek feedback from a range of sources, including parents and their early years adviser.
- The managers use well-targeted plans to improve learning outcomes for individual and groups of children. For instance, staff have introduced toys and other props to help children engage with stories. This has helped to enhance boys' enjoyment of books.
- Staff promote children's understanding of different people and communities particularly well. For instance, they have developed links with key people and services in their community, and take children on regular outings to explore the local environment. The nursery recently received a local authority award for their excellent practice in this area.
- Staff support children's language and communication skills well. For example, they use strategies, such as signing and picture cards, in addition to speech, to help children express themselves. Children who speak English as an additional language have good opportunities to hear and use their home language and soon become fluent in English.

### It is not yet outstanding because:

- While staff plan a good range of interesting and stimulating activities, on occasion these do not challenge older and most-able children as effectively as possible.
- Although staff provide a good range of natural materials indoors to enhance children's exploratory play and help them learn about the world, there are fewer opportunities for this outdoors.

## What the setting needs to do to improve further

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

- ensure that the activities on offer consistently challenge older and most-able children, to extend their learning as much as possible
- develop the range of natural resources in the garden, so that children who prefer to learn outdoors have a range of opportunities to explore and learn about the natural world.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are well supervised by the managers and carry out their roles effectively. They make the most of training opportunities to further develop their practice, and speak enthusiastically about how they use new skills and knowledge to help children learn. For instance, staff have enhanced their provision of letters and sounds activities, to better support children's early literacy skills. Safeguarding is effective. Staff are confident about the procedures to follow if they have welfare concerns about a child or if allegations are made against a member of staff. They ensure that there is a good exchange of information with parents, which helps to create consistency in children's learning between home and setting. For instance, parents comment on how staff have provided valuable advice on issues, such as supporting children's social skills and introducing potty training.

### Quality of teaching, learning and assessment is good

Staff regularly observe and monitor children's progress, and plan activities which help them work towards the next stages in their development. Where children are not progressing as expected, this is quickly identified and plans are put in place to support children's ongoing progress. Children who have special educational needs (SEN) and/or disabilities and those receiving additional funding achieve well and are effectively supported by the skilled staff. Staff develop strong partnerships with parents and, where required, other professionals to secure good learning outcomes for all children. Children learn number names and begin to count accurately as they solve simple problems. For instance, they counted to see how many loops they could thread onto ribbons of varying lengths.

### Personal development, behaviour and welfare are outstanding

The kind and caring staff are extremely effective in supporting children's emotional well-being. They form close bonds with the children and are highly responsive to their individual needs, which helps them to feel confident and at ease within the nursery. Parents appreciate the consistently high quality of care provided throughout their child's time at nursery. Children are friendly and cooperative as they play, and their behaviour is exemplary. Staff support children's enjoyment of healthy lifestyles extremely well. For example, they engage in lively conversations with children, helping them to understand the benefits of eating a healthy diet and being physically active. The managers have recently helped to launch a dental care initiative within their borough to help children learn to care for their teeth as part of their daily routine at nursery.

### Outcomes for children are good

Children make good progress and develop a range of skills to support their ongoing development, including being ready for school. They show great satisfaction in being independent and seeing to their own personal needs. For example, they confidently serve their own food and drinks at mealtimes, and are extremely proud when they learn to put on and fasten their own coats. Children develop an excellent understanding of how to manage risks and keep themselves safe as they play. For example, they are careful as they climb and demonstrate how to use tools, such as hammers, safely during activities.

## Setting details

<b>Unique reference number</b>	EY494161
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1034750
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Westbury Day Nursery Limited
<b>Registered person unique reference number</b>	RP534942
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 507 1253

Westbury Day Nursery Limited opened in 1999. The nursery re-registered in 2015 under new ownership. The nursery opens each weekday from 8am to 6pm for most of the year. The nursery employs seven members of staff. Of these, six hold an appropriate early years qualification. The manager and deputy manager are qualified at level 5, and other staff hold a qualification at level 2 or 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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