

# Westfield Nursery

42 Sorrin Close, Idle, BRADFORD, West Yorkshire, BD10 8QF



## Inspection date

11 April 2018

Previous inspection date

24 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers are committed to providing the best quality provision they can for children. They have an accurate view of the quality of the nursery and consistently gather the views of staff, parents and children to help identify further improvements.
- Staff develop very effective partnerships with a wide range of professionals. This sustains a consistent and joined-up approach for children's learning. Staff meet children's individual development needs well. Children who have special educational needs and/or disabilities make good progress in their learning and development.
- Staff provide a very effective key-person system. They tailor settling-in sessions extremely carefully and help babies and children to settle quickly. Key persons work very closely with parents to ensure that children's move between rooms is smooth. Staff support children's emotional development particularly well.
- Staff promote children's literacy skills well. They use good expression as they read stories and skilfully leave space for children to join in. Children listen attentively and show their enjoyment. They enthusiastically use cardboard tubes as telescopes to search for the characters from the story. Staff provide children with varied opportunities to write for a purpose.

### It is not yet outstanding because:

- Staff do not always provide highly challenging activities for the older and most able children, to extend their learning even further.
- Staff do not consistently help children to understand the benefits that eating healthy foods and physical exercise can have on their bodies.

## What the setting needs to do to improve further

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

- focus teaching more precisely on providing greater challenge for the older and most able children, to extend their learning and support outstanding achievement
- enhance opportunities for children to develop their understanding of the benefits that eating healthy foods and physical exercise can have on their bodies.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with managers. She checked policies and procedures, staff qualifications, accident records and evidence of the staff's suitability.
- The inspector discussed the self-evaluation with the managers.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand what to do if they have concerns about a child's welfare or the behaviour of a colleague. Managers provide induction, regular supervision and training for staff to help them understand their roles. All staff hold paediatric first-aid qualifications. This provides them with the knowledge they need to respond to any accidents or injuries. Managers record and report accidents as required. Staff carry out daily checks indoors and outdoors to ensure that equipment is safe and any risks to children are reduced. They create displays for parents to inform them about how children develop their language skills. Staff also share ideas with parents to help them support their children's learning at home. They keep parents informed about their children's progress. Parents comment that, 'Nothing is too much trouble for staff'.

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

Staff are qualified. They regularly observe and make accurate assessments of children's learning. Staff use what they know to offer babies and children individual learning experiences. Staff provide encouragement for babies as they explore musical instruments. Babies show delight as they bang the drums enthusiastically and make different sounds. Staff introduce new language to help extend babies' growing language and vocabulary skills. They encourage older children to notice the characteristics of insects on the photographs they provide. Children look carefully and show good awareness of colour as they choose red and black paint to create their detailed paintings of ladybirds. Older children display a good understanding of the world and confidently describe how, 'Bees get pollen from flowers'. Young children are motivated and concentrate very well as they screw plastic bolts into the correct holes on the work bench. Staff praise children's efforts and skilfully help them to achieve success.

### Personal development, behaviour and welfare are good

Managers and staff provide a well-planned and secure learning environment for children. They ensure that children are well supervised. Children spend time outdoors each day. They develop good balance and physical control of their bodies. For example, young children carefully carry buckets of water and mix it with soil enthusiastically. Girls negotiate obstacles well as they push scooters at speed. Staff provide encouragement and support for babies as they learn to walk. Children are friendly and politely ask visitors questions. Their behaviour is very good. Staff help children to understand the differences between themselves and other people in this very inclusive nursery.

### Outcomes for children are good

All children make good progress and achieve as expected for their age. Older children display good language skills and talk confidently about the solar system. They write their name and other letters. Children count, talk about size and competently use rulers to measure footprints and other objects. All children develop the skills and positive learning attitudes they need for the future, including starting school.

## Setting details

<b>Unique reference number</b>	EY404098
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1102239
<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>	0 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Westfield Nursery Limited
<b>Registered person unique reference number</b>	RP902037
<b>Date of previous inspection</b>	24 February 2014
<b>Telephone number</b>	01274616200

Westfield Nursery registered in 1997. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, including two who hold level 5. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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