

Inspection of Westwood Nursery

University of Bath, The Avenue, Claverton Down, BATH BA2 7AY

Inspection date: 31 October 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The nursery's ethos and its dedication to every child are strongly embedded into all that managers and staff do. Supporting diversity and equality is a central feature of nursery practice. Children's individuality is appreciated and their differences are celebrated. Staff very beneficially promote the many different languages, cultures and customs followed by children and their families.

Babies and children are offered exceptionally nurturing and affectionate care. They form very secure emotional attachments with the staff caring for them. Throughout the nursery, children demonstrate a real sense of belonging and visibly flourish. Staff are very attentive and supportive, staying close by babies and young children to ensure their safety, develop their confidence and let them explore at their own pace. Children behave exceptionally well. They quickly become familiar with the consistent expectations for behaviour, learning to share and take turns. This close and genuine environment is evident to all. Parents are full of praise for the dedicated staff team.

The social atmosphere and the staff's timely interactions provide excellent support for children's developing speech. Staff plan and implement highly interesting and fun group activities. They provide ideal opportunities for children to gain excellent concentration and listening skills. They enrich babies' and younger children's stories, songs and activities with signs and actions, supporting their confidence, communication and engagement very effectively. Older children quickly become confident to speak and share their ideas, both in a group and individually. They develop their early literacy skills and knowledge of sounds and letters excellently.

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

- Babies and children enjoy the freedom to choose from a wide range of stimulating activities and inspiring resources that excite their interest and motivate them to use their skills, senses and imagination. The quality of teaching is outstanding. Staff skilfully support children's thinking and encourage them to test out their ideas. Babies and young children relish exploring sensory materials. They become absorbed as they explore filling and emptying containers with sand, washing baby dolls and experimenting with paint. Older children cooperatively create models, structures and dens from the vast assortment of materials in the outdoor area. They are excited and enthused, and animatedly discuss their creations.
- The extremely conscientious staff team implements the nursery's clear intentions and targeted curriculum effectively. Key persons use precise assessments of what children know and can do, to ensure they are highly responsive to children's individual needs. Children are making excellent progress. This includes

those who speak English as an additional language and those whose circumstances require particularly perceptive intervention and additional support.

- Partnership working is a central feature of the nursery's practice. Staff develop a strong two-way flow of information with parents to ensure children receive very consistent support between their home and the nursery. The managers and leaders give the highest priority to working with other professionals, to get children the support they need. They lead staff in the identification and implementation of timely interventions to enable children to achieve their potential.
- Children of all ages develop their physical skills excellently in the inspiring outdoor areas. Babies excitedly crawl and investigate, relishing the low-level sensory activities they encounter. Older children relish the exceptionally rich experiences they are offered, for example during forest activities. Staff cleverly weave learning opportunities throughout. Children show considerable knowledge of nature, safety arrangements and managing risks, and have great fun.
- Leadership and management are inspirational. The drive for improvement is uncompromising and managers and room leaders rigorously monitor the success of educational programmes, staff practice and children's progress. The innovative enhancements and embedded support for mathematical development have seen children's mathematical skills develop to even greater levels. The cohesive staff team follows highly focused improvement plans to continue to implement further changes and sustain practice of the highest quality.
- Strong recruitment processes, thorough staff induction, regular in-depth supervision and monitoring of practice result in the high-quality teaching children receive. The professional development of the whole staff team is strongly promoted. Excellent training opportunities support staff to undertake further early years qualifications or access training focused on the new roles they take on. The very beneficial links managers and leaders forge with other local providers help them share outstanding ideas and develop staff knowledge and practice even further.
- Babies' and children's self-esteem is developing superbly. They are motivated and confident to initiate activities and develop their skills. They have very positive attitudes towards learning and trying new experiences. Children have the confidence and skills they need for their future success.

Safeguarding

The arrangements for safeguarding are effective.

Managers and designated leaders are extremely committed to ensuring children are safe from any harm. They place high priority on ensuring staff's knowledge of child protection issues is high, including casual staff within the team. Staff are confident and knowledgeable about their roles in safeguarding children and what they would do if they had a concern about a child in their care. Staff deployment is excellent and every opportunity is used to ensure children's safety and promote their well-being. Staff very efficiently implement the robust procedures and risk assessments to ensure children can explore and learn safely.

Setting details

Unique reference number	133105
Local authority	Bath and North East Somerset Council
Inspection number	10125983
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	0 to 4
Total number of places	48
Number of children on roll	46
Name of registered person	University of Bath
Registered person unique reference number	RP904585
Telephone number	01225 386 518
Date of previous inspection	31 July 2015

Information about this early years setting

Westwood Nursery registered in 1992 and originally opened in 1970. It operates from Bath University in Claverton Down, Bath. The nursery serves both the campus and the local area. It receives funding to provide free early education to children aged three and four years. The nursery is open every weekday from 8.30am until 5.30pm, and operates for 48 weeks of the year. The nursery employs 25 childcare staff. Of these, two hold appropriate early years qualifications at level 2, and 22 hold level 3 and above, including two with early years professional status and two with qualified teacher status.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The manager took the inspector on an informative walk around the setting, showing her how the early years provision and curriculum are organised.
- The manager and the inspector conducted a joint observation and the inspector observed activities in all of the three age groups.
- Meetings were held between the inspector, the manager and the deputy manager of the provision. The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents, including evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day and by reading their comments in questionnaires and other documentation.

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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