

# Inspection of Westhill House Day Nursery

Westhill House Day Nursery, 36 Rednal Road, BIRMINGHAM B38 8DR

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Inspection date: 8 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Staff are nurturing and take time to get to know the needs of all children. Children are happy, and thoroughly enjoy the time they spend at the nursery. Children who are new to the nursery settle well. Babies quickly form close attachments to staff and feel confident to play, and explore their new surroundings.

Children make good progress and gain a wide range of useful skills and knowledge that prepare them well for their future learning. For example, babies who are reluctant to walk or crawl when they first start, swiftly gain the motivation to move and explore. Staff skilfully support children with special educational needs and/or disabilities. They provide individual learning experiences to help each child progress well.

Staff expertly support children to develop their communication and language skills. They understand how to help children at different stages of their development to communicate. Babies and younger children experiment with sounds and learn new words. They use short phrases and learn to speak in simple sentences. Pre-school children give detailed explanations and explain their ideas clearly. Staff use a range of successful strategies to help children who have language delay to communicate their needs and wants.

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

- Leaders keep updated with changes in the early years and, overall, understand their roles and responsibilities. However, the provider has not notified Ofsted of the company secretary. Although this is a breach of the legal requirements, the impact on children is minimal.
- Leaders reflect well on the service they provide. They oversee the quality of teaching and children's learning closely. The manager strives towards continual improvement and helps staff to extend their knowledge and focus on finding different ways to support children's learning. For example, the manager and staff have recently developed a consistent approach to supporting children to manage their feelings and behaviour throughout the nursery.
- Staff have a detailed knowledge of their key children. They analyse their observations of children to identify how they are progressing and what they need to learn to extend their knowledge further. Following the COVID-19 pandemic, the manager and staff noticed that children needed more encouragement to keep trying on a task. They focused on helping children to develop perseverance to solve problems for themselves.
- Parents speak highly of the support that they and their children receive from the manager, and staff. Staff communicate with them regularly about their child's progress and give them ideas to support children's continued learning at home.

Parents explain how well staff prepare their children for school.

- Children in the pre-school use their mathematical knowledge to explain how totals change when objects are added to a group. They recognise small totals without counting, such as representing the number four using their fingers. However, staff working with younger children do not recognise when some children need a broader range of learning experiences to secure their counting skills and understanding of numbers.
- Some staff help children to explore their own creative ideas. For example, pre-school children make links with their own experiences of Bonfire Night and select resources to make fires and marshmallows on sticks. However, at other times, staff overly direct children's creative play and slightly limit the opportunities for them to make independent choices.
- Children behave well and have a clear understanding of what staff expect from them. Younger children carefully follow instructions and sensibly descend the stairs in a group. They know where to stop and wait for staff. Staff positively interact with children and help them learn to manage their feelings. For example, children develop their social skills and awareness of sharing and taking turns. They say their friends' names and roll a ball to them, then wait patiently for their turn to receive the ball.
- Staff follow good hygiene routines and support children's health well. Children learn about the importance of a balanced diet and enjoy the nutritious meals.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. Leaders keep up to date with their knowledge of local safeguarding concerns and train their staff on a regular basis. Staff know what to do should they have concerns about the conduct of a colleague. Risk assessments are effective to keep children safe. Staff understand about the nursery policy to safely administer medication to children. They follow robust recruitment procedures to ensure staff suitability. Leaders and staff understand about protecting confidentiality and about the safe use of technology at the nursery.

## What does the setting need to do to improve?

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

- enhance staff's understanding of how young children build their mathematical knowledge to help them to gain a deeper understanding of number
- increase opportunities for children to express their own creative ideas to help them to develop their thinking skills and independent choices even further.

## Setting details

<b>Unique reference number</b>	EY390259
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10210215
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Aprex Limited
<b>Registered person unique reference number</b>	RP911241
<b>Telephone number</b>	01214582308
<b>Date of previous inspection</b>	22 April 2015

## Information about this early years setting

Westhill House Day Nursery re-registered under new ownership in 2009. The nursery employs 16 members of childcare staff. Of these, three hold approved early years qualifications at level 6, with two at level 5 and nine at level 3. The nursery opens 7.30am to 6pm, Monday to Friday all year except for bank holidays and a week at Christmas. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.

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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