

Inspection of The New Westmere Day Nursery

78 Vicarage Lane, BLACKPOOL FY4 4EL

Inspection date: 1 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children show that they are happy, settled and secure. They approach their play with enthusiasm and are eager to join in. Children build strong attachments to staff and show that they feel emotionally secure. Staff have high expectations of children, particularly regarding their behaviour. Children are able to follow instructions and show an awareness of routine and what is expected of them. For example, they listen to one another during register time, help to tidy up in readiness for snack, and share and take turns as they play. Children receive certificates and stickers for their efforts and achievements. This supports children to become confident, self-assured learners.

Changes to drop-off and collection arrangements have been implemented to protect children's health and well-being during the COVID-19 pandemic. Parents do not currently have access to the setting as a result. However, staff endeavour to keep parents well informed through detailed daily discussions at the door and an online application. Children show resilience and are unfazed by the changes implemented. They are confident in social situations and engage with the inspector, talking excitedly about what they are doing and what they enjoy at nursery.

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

- Instrumental progress has been made since the last inspection. Leaders have benefited from targeted support from the local authority, who have visited regularly to help bring about improvements. Leaders have demonstrated a strong commitment to making rapid changes and sustaining their recent efforts. A more cohesive team has evolved, who communicate effectively with one another. Staff are dedicated and passionate about securing the best outcomes for children.
- Staff have attended training to support their teaching of communication and language. Overall, this has had a positive impact. Staff ask open-ended questions and provide a narration as children play. They have implemented visual prompts to aid children's understanding further. However, occasionally, staff do not model the correct pronunciation of letter sounds and do not correct misconceptions. For example, when children say they are eating a 'nana', staff do not routinely repeat the word 'banana' to ensure that children hear the correct vocabulary.
- Staff know the children well. They gather detailed information when children first start, which helps to inform planning from the outset. However, not all staff fully understand the importance of sequential learning and building coherently on children's existing knowledge and skills. For example, sometimes, activities are too challenging for children, or their next steps in learning are not always

appropriate. This means that, occasionally, children lose interest in activities.

- Staff provide a stimulating and engaging environment. Activities are attractively presented, and children are encouraged to explore and investigate independently. Children concentrate intently as they build structures with blocks. They make marks in sand with vehicles and animals, and comment on how the marks are different. Children enjoy creative activities such as painting, where they explore colour mixing and notice change. However, staff do not consistently recognise opportunities to introduce and reinforce mathematical concepts and vocabulary in children's play and activities.
- Children's overall health and well-being are given good consideration. Children understand the importance of good oral hygiene and engage in daily toothbrushing. They enjoy many physical activities outside in the garden. For example, children confidently build their own assault course using planks of wood and tyres. They develop an awareness of how to keep themselves safe as they carefully support one another to cross the structure. Children are encouraged to identify and talk about their feelings with their friends and staff. This helps them to develop empathy for others. Meals and snacks are healthy and nutritious. Staff talk to children about the importance of fruit and vegetables, and how drinking milk helps to keep their bones and teeth strong.
- Staff now benefit from a robust programme of supervision and professional development. They work closely with leaders and local authority advisers to develop their practice. For example, leaders and staff have recently implemented changes to the observation and planning arrangements. This means that staff have a clearer understanding of how they are going to implement activities to help children make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff understand their role and responsibility in protecting children from harm. They have sourced appropriate training so that staff are able to confidently recognise the potential signs and symptoms of abuse and wider aspects of safeguarding, such as the 'Prevent' duty. Staff complete detailed risk assessments to ensure that children are able to play in a safe and secure environment. Recruitment and vetting arrangements ensure that staff are suitable to carry out their roles and remain so for the duration of their employment. The identity of visitors is checked on arrival, and appropriate documentation, such as registers and medication records, is maintained.

What does the setting need to do to improve?

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

- support staff to recognise the importance of modelling the correct pronunciation

of letter sounds and words

- develop staff's understanding of intent and how to build sequentially on children's learning and prior skills to successfully reflect the stages in children's learning and development
- help staff to develop their confidence in strengthening children's understanding of mathematical concepts.

Setting details

Unique reference number	EY346048
Local authority	Blackpool
Inspection number	10213528
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 at time of inspection	0 to 4
Total number of places	78
Number of children on roll	32
Name of registered person	Olyness Ltd
Registered person unique reference number	RP902240
Telephone number	01253 764740
Date of previous inspection	19 October 2021

Information about this early years setting

The New Westmere Day Nursery registered in 2007. The nursery employs eight members of childcare staff. Of these, one member of staff holds a relevant level 5 qualification, one holds a level 4 qualification, four staff hold a level 3 qualification, and one member of staff holds a level 2 qualification. One member of staff is unqualified. The nursery opens from Monday to Friday for 51 weeks of the year, excluding bank holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy manager and has taken that into account in her evaluation of the provider.
- Discussions were held with parents, the manager, deputy manager and children at appropriate times throughout the inspection.
- A learning walk was completed with the deputy manager to discuss the curriculum intent and how the provision is organised.
- The deputy manager and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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