

Inspection of Webber Independent School Nursery

The Webber Independent School, Soskin Drive, Stantonbury Fields, Milton Keynes, Buckinghamshire MK14 6DP

Inspection date: 7 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the nursery. The youngest children benefit from caring and understanding staff, who help them to get used to their new environment. Children enjoy a sequence of flexibly arranged settling-in visits. Consequently, they have strong bonds with their key person from the outset and staff recognise children's needs promptly, such as for comfort, milk or a nap. Older children learn to keep themselves safe. For instance, as they play outside, they recognise the need to put on their sun hats and re-hydrate themselves with drinks of water.

Children develop positive attitudes to their learning. Older children concentrate and persevere. They pedal ride-along toys, successfully turning the handles and negotiating obstacles. Toddlers keep trying as they rotate puzzle pieces to fix them together. Babies enjoy exploring the feeling of foam in their hands. They laugh and giggle as they begin to say 'pop' and clap their hands, propelling foam into the air.

Overall, children behave well. They enjoy a range of activities that, on the whole, are appropriately matched to their needs and interests. This helps children to make good progress in preparation for their future learning.

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

- Staff have developed new ways to maintain positive communication with parents during the COVID-19 pandemic. For example, parents have had virtual tours as part of induction. They have since attended 'stay-and-play' sessions to help them to become more familiar with the nursery. Staff have developed systems for online communications and information-sharing. This is helping to ensure parents know what their children are learning to do next.
- Staff use the resources available to them well to support the curriculum. For example, children visit the pond. They track changes in tadpoles and learn about life cycles. Children benefit from outings to the local woods where they learn about the world around them. This enhances the curriculum well.
- On occasion, staff's knowledge of the concepts they teach is insecure. For example, when using letter sounds in everyday interactions, staff do not pronounce sounds correctly. During group times, staff do not consistently address misconceptions and the mispronunciation of letter sounds. This means that, at these times, children do not develop accurate knowledge for their future learning.
- Staff place importance on developing children's independence skills, such as in relation to personal hygiene and mealtime routines. However, at times, their expectations of children are not clear or not appropriate for their age. For example, staff expect young children to sit on the floor to eat their snack, in

preparation for transfer to the next room. However, children wander off and staff spend time re-directing them to the group. This has an impact on the overall enjoyment of snack time. During routine times, such as tidying up, staff do not ensure that children understand instructions. Consequently, children do not know what is expected of them and this has an impact on their behaviour and attitudes.

- Leaders place great importance on preparing children for their transition to school. Staff initiate communications with children's receiving teachers and staff at other schools. They share information promptly about children's learning and development. This helps to ensure a smooth transition.
- Staff are prompt to seek advice from external professionals to support children with additional needs. For instance, they refer children to specialists, such as the paediatrician and physiotherapist. They implement strategies in the nursery to support children to make expected progress.
- The manager ensures that the nursery provision is inclusive. For example, when children start, staff find out about the languages they speak at home. Staff gather children's 'survival words' and use these effectively to support children during key routines as they begin to settle in.
- Leaders have a positive attitude to supporting staff's well-being. Staff say that they feel well supported in their roles. For example, they have a suitable space to take their breaks during the day and they have access to counselling and medical advice if needed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow robust recruitment procedures to ensure that staff are suitable. For example, they complete safer recruitment training prior to advertising vacancies. They interview candidates and complete the required identity and safety checks. Staff deal promptly with accidents. They administer medical care as per procedures and share records with parents. Staff help to keep children safe on outings. For instance, they take emergency contact details and a first-aid kit and always use the same route to destinations, such as the wood, so that children are familiar with this. Staff have a secure knowledge of the signs and symptoms of abuse and the local safeguarding partnership procedures should they have concerns about children's welfare or staff's practice.

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 help them deliver the correct knowledge to children for their future learning, with particular relation to the teaching of letter sounds
- strengthen the organisation of group and routine times to ensure that staff's

expectations are suitable for children's age and stage of development and help children understand what is expected of them.

Setting details

Unique reference number	2560795
Local authority	Milton Keynes
Inspection number	10239204
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	52
Name of registered person	Webber Independent School Limited
Registered person unique reference number	2560794
Telephone number	01908 574740
Date of previous inspection	Not applicable

Information about this early years setting

Webber Independent School Nursery registered in 2020. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery employs 11 members of staff, 10 of whom work with children. Six members of staff hold appropriate qualifications at level 3 and above, including five who hold qualifications at level 6.

Information about this inspection

Inspector
Lisa Dailey

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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and leaders about the leadership and management of the nursery.
- The manager and the inspector carried out a joint observation of a group activity in the pre-school room.
- The inspector spoke to children and parents and considered their views.

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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