

Inspection of Westbury Day Nursery Limited

Ripple Road, Barking, Essex IG11 7PT

Inspection date: 22 August 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy at this nursery. Relationships are caring and children are confident to ask staff for help if they need it. Children behave well. Staff teach them about the nursery rules to help them understand the impact their behaviour can have on others. Children share and take turns during their play and offer to help their friends if they are finding something tricky. Staff teach children to use good manners and remind them of expectations when they accidentally splash their friend in the water tray.

Children make good progress in their learning. Staff plan a curriculum based on children's interests and builds on what they can already do. Staff use regular assessments to check that children are making progress in learning. Children with special educational needs and/or disabilities are identified and additional support is put in place to help them to make progress. The curriculum for mathematics is promoted securely and staff teach children early mathematical skills through everyday activities. For example, staff ask children to count how many friends are at nursery today and talk about 'more' and 'less'. They support children to use language, such as 'full' and 'empty' when playing in the water tray.

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

- Staff support children's early language skills effectively. They repeat the words children use in full sentences and talk to them about what they are doing throughout the day. For example, when a member of staff notices her shoe is untied, she tells children she must do up her laces to make sure she doesn't trip over. This modelling of thinking helps to expand children's language and vocabulary, as well as understanding the importance of noticing risks.
- Children have access to a range of fruit and vegetables at snack and mealtimes. They talk about healthy eating and clean their teeth together every day at nursery. Staff talk to children about different types of exercise and how these can help them to be healthy. Children spend time outside everyday. They enjoy regular opportunities to develop their physical, gross motor skills through a range of activities, such as balancing, riding bicycles, climbing and slides. There are plentiful activities to support children's fine motor and early writing skills.
- Staff know children well. They show genuine interest in children's lives and develop an understanding of what life is like at home for the children who attend. Staff talk about their family and things they have done recently, such as going on holiday. Children's diversity is celebrated. Staff arrange opportunities for children to learn about a range of celebrations from their own and other cultures.
- Although staff share books and songs with children at key times during the day, there are times when they do not make good use of reading materials to support

children's learning even further. For example, when making play dough, staff tell the children what ingredients to add next rather than referring to a written recipe.

- Partnerships with parents are valued by staff and leaders. Parents report that they feel well informed by staff about how their child is progressing in the nursery. They notice things their child can do and they are encouraged to come into the nursery and spend time with their child and understand what it is like for them to attend. There are strong links with local schools to help children move to the next stage of their education.
- Staff feel well supported by leaders at the nursery and receive regular supervision meetings. Leaders carry out regular observations of staff and share strengths and areas of development with staff to support continuous improvement. Leaders work in partnership with the local authority and access training for staff to attend in the nursery and online.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training and understand their responsibilities to keep children safe. They can describe signs which may indicate a child is at risk of harm and what they would do if they had a concern about a member of staff working in the nursery. They share information with parents to help keep children safe online in the home. All staff have completed paediatric first-aid training to ensure that they are able to deal with any accidents or injuries that occur. Staff carry out regular assessments of risk to ensure that the equipment and spaces used by children are safe.

What does the setting need to do to improve?

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

- help children to develop a deeper understanding of how print and reading materials can support their learning further.

Setting details

Unique reference number	EY494161
Local authority	Barking and Dagenham
Inspection number	10301123
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	2 to 4
Total number of places	54
Number of children on roll	22
Name of registered person	Westbury Day Nursery Limited
Registered person unique reference number	RP534942
Telephone number	0208 507 1253
Date of previous inspection	11 January 2018

Information about this early years setting

Westbury Day Nursery Limited re-registered in 2015 under new ownership and is located in Barking, Essex. The nursery opens each weekday from 8am to 6pm for most of the year. The nursery employs six members of staff. Of these, five hold an appropriate early years qualification. The manager and deputy manager are qualified at level 5. The nursery is in receipt of funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Kathryn Irvine

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff talked to the inspector at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation of group time.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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