

Inspection of Westfield Nursery

42 Sorrin Close, Idle, BRADFORD, West Yorkshire BD10 8QF

Inspection date: 7 December 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 well cared for by staff, who know them well. Children are happy, settled and secure. They form close bonds with staff, who are caring and kind. Settling-in sessions for new children and parents are flexible to meet their individual needs. Staff work closely with parents to tailor settling-in visits to meet the different emotional needs of children. Staff find out information about children as soon as possible, including what they like and dislike.

Staff share the vision for promoting children's knowledge through high quality experiences. They plan activities which extend children's knowledge and skills. For example, staff teach younger children to count animals in the water. Older children learn mathematical language, as staff encourage them to add 'one more' as they play dominoes. Toddlers giggle as they experiment with torches and make shadows.

Staff place a strong focus on children's communication and language development. They regularly introduce new words to increase children's vocabulary. Children join in with stories, songs and conversations. Staff support children who speak English as an additional language effectively. Children hear their home languages at the nursery and staff use other supportive techniques, such as the use of visuals prompts. This leads to children becoming confident communicators.

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

- Managers and staff understand what it is that children need to learn next and how to support and encourage them. They carry out assessments of children's progress, including the progress check at age two. This helps them to identify if there are any delays or gaps in children's development that they can work on. This helps children to make good progress.
- Children relish being physically active. Babies have lots of space to crawl around and enjoy pulling themselves up to standing on low-level furniture and steps. While outside they giggle as they jump in puddles. Toddlers spend time outdoors searching for characters from a favourite book as they explore trees and the equipment. Children are confident in their physical abilities.
- Staff help children develop a love of books from an early age. For example, babies sit on staff member's laps, and they look at simple board books together. Older children sit in small groups to listen to staff reading stories. Books are accessible in all rooms for children to choose freely. This supports children's early literacy skills well.
- Managers and staff are committed to providing the best care for children and their families. Self-evaluation plays a key role in helping to identify areas of strength within the nursery and areas they wish to improve. They strive to build

good partnerships with parents and carers.

- Children with special educational needs and/or disabilities are well supported and make good progress. Staff implement individual educational plans that help to close gaps in learning. They use advice and guidance from external professionals effectively. Managers use funding well to provide a stimulating and inclusive learning environment. The special educational needs coordinator uses her experience and knowledge to act quickly and puts appropriate support in place.
- Overall, staff support children to regulate their behaviour. For example they remind them to 'use their words' when they are upset. However, in the pre-school room staff deployment is not always effective in enabling staff to manage more challenging aspects of children's behaviour. In addition, some staff are not always consistent in reinforcing behaviour expectations to children. For example, they do not always help children to understand why they should listen to each other and how to sit at the table when eating. This results in children not always being sure of socially acceptable ways to behave.
- Parents are very happy with the service provided by the nursery. They say their children enjoy attending and talk excitedly about what they do at the nursery. Parents value the information staff share with them, such as daily updates about their child's care routines. However, not all parents are aware of the plans for their children's next steps in learning to enable them to continue to support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. Risk assessments are effective and ensures that the premises and environments for children are kept clean, safe and secure. Managers and staff know how to respond appropriately when concerns arise about the welfare of a child in their care. Staff know the procedures to follow if they have any concerns about adults working with children. Managers ensures staff attend regular safeguarding and child protection training and have good opportunities to refresh their knowledge on a regular basis. Staff implement effective procedures when responding to any accidents children may have.

What does the setting need to do to improve?

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

- strengthen how more challenging aspects of children's behaviour are managed and help children to develop a deeper understanding of how to act and behave.
- extend the information sharing with parents further so that all parents know their child's individual next steps and can support their learning at home.

Setting details

Unique reference number	EY404098
Local authority	Bradford
Inspection number	10311816
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	82
Number of children on roll	70
Name of registered person	Westfield Nursery Limited
Registered person unique reference number	RP902037
Telephone number	01274616200
Date of previous inspection	11 April 2018

Information about this early years setting

Westfield Nursery registered in 1997 and is located in Idle, Bradford. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Dent

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 her evaluation of the provider.
- The managers and the inspector completed a learning walk together.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the managers, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and also took account of their written views.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.
- The inspector and the manager completed a joint observation together.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023