

Inspection of Westbourne House Nursery

7 Newcastle Street, Worksop, Nottinghamshire S80 2AS

Inspection date: 15 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are supported effectively by staff to play alongside each other. They cooperate and work well as a team to solve problems. For example, a group of children complete a picture-matching game. They communicate with each other to find the pieces that they need. Children celebrate their achievements and say 'hurray' together as they complete the game. Children are given the time that they need to learn and practise skills. They are encouraged by enthusiastic staff.

Children are confident and happy. They approach visitors and say what they enjoy playing with. Children are encouraged to develop their ideas and there are opportunities for them to follow their own interests. They develop their communication and language and their imagination through role play. For example, younger children offer pretend ice-cream to staff and friends. Staff read the text from the ice-cream container. Children develop ideas by discussing different flavours. Furthermore, their views and opinions are listened to. Menu changes have been made after children voted on new foods that they liked. Children have positive relationships with staff. They ask for help when they need it, and comfort and reassurance are offered to those who are upset. This helps children to feel safe and secure.

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

- Staff know the children well. They use what they know to plan activities to support children's development. For example, during a mathematics activity, some children counted puppets, others recognised numbers from their shape, and some received further challenge to write numbers.
- Staff recognise what children might have missed out on during the pandemic. The setting celebrates each child's birthday with a cake and a small party. This is an experience that children may not have had before. It helps them to feel valued and special.
- There are good partnerships with parents. Staff share information to keep children safe. For example, leaflets about online safety help parents to understand the risks. Parents attended a communication and language themed event. They say that they can help their children learn and develop at home because of the ideas given to them.
- Leaders and staff have good partnerships with professionals. Teachers visit to meet children who are due to start school. Children with special educational needs and/or disabilities receive good support from services.
- Staff use a calm and friendly approach when managing unwanted behaviour. They get down to children's level and ask children what they can do to fix the problem for themselves. For example, when children want the same toy, staff ask, 'What can we do to make everyone happy?' Children resolve this by finding

a similar toy.

- Staff have put rules in place to keep children safe, and children follow these. For example, they know to hold the banister as they climb the stairs.
- Children learn about good health and well-being habits. For example, they learn about good oral hygiene through role play with toothbrushes. However, not all children have an appropriate environment for good sleep at rest time.
- Staff encourage children to be independent. For example, two-year-olds feed themselves at lunchtime using cutlery. However, routines are not always consistent. For example, when children eat snacks such as toast, they are not given plates to eat this from. Also, staff do not always role model what they want children to learn from such activities.
- Staff celebrate the individual diversity of children. Books in different languages are available. Children learn through activities which recognise cultural festivals.
- Staff benefit from regular meetings with managers. Managers make sure staff knowledge is up to date through regular training. As a result, staff feel well supported, confident and happy in their roles.
- Leaders use funding to help disadvantaged children learn and develop well. For example, during small-group times, children develop their communication and language.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what to do if they have concerns about a child's safety or well-being. They recognise the signs and signals which may suggest that a child is at risk of harm, and know who to escalate concerns to. Leaders and managers keep up to date with developments in legislation. Relevant information is shared with parents to keep children safe at home, for example around online safety. Performance management systems make sure staff understand their roles and responsibilities. Good partnerships with other agencies mean that families receive the right support when needed. Robust recruitment procedures are in place for staff and volunteers. These include ongoing suitability checks. Risk assessments are in place which keep children safe from harm in the setting.

What does the setting need to do to improve?

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

- consider the arrangements for sleeping so that children get good-quality rest
- improve the organisation of snack time to ensure children have consistent messages from staff around the expectations for mealtimes.

Setting details

Unique reference number	EY459822
Local authority	Nottinghamshire County Council
Inspection number	10221387
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 5
Total number of places	40
Number of children on roll	76
Name of registered person	Westbourne House Nursery Ltd
Registered person unique reference number	RP905973
Telephone number	01909 470 330
Date of previous inspection	27 October 2016

Information about this early years setting

Westbourne House Nursery registered in 2013 and is located in Worksop, Nottinghamshire. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, and two hold level 6, including one with early years professional status. The nursery opens Monday to Friday and all year round, with the exception of a week at Christmas and all bank holidays. Sessions are from 8am until 5.45pm. The nursery also offers an after-school and holiday care club. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

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 the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to three parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- 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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