

# Wollaton Village Day Nurseries Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	254653
<b>Inspection date</b>	29 May 2007
<b>Inspector</b>	Sjertsje Ebbers / Anne McKay
<b>Setting Address</b>	Wollaton Village Day Nursery, 741 Wollaton Road, Wollaton Village, Nottingham, NG8 2AN
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<b>Registered person</b>	Wollaton Village Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Wollaton Village Day Nursery is part of the family owned, Wollaton Village Nurseries Limited group. The nursery was registered in 1994 and is situated in the Wollaton area of Nottingham. It is a self-contained building. There is a baby room to cater for babies and crawlers up to the age of eighteen months, an area for walkers, another area that accommodates toddlers and an area for the pre-school children. Children are grouped according to age and developmental stage. There is an outdoor play area, and when weather permits the facility makes use of nearby parks.

The nursery is open from 08:00 to 18:00 Monday to Friday. There are currently 43 children on roll, including 12 who receive nursery education funding. There are currently no children who attend who have learning difficulties and/or disabilities or children who speak English as an additional language. However, there are support systems in place for children with additional needs. Children attend for a variety of sessions each week.

There are eight full-time and one part-time childcare staff, as well as a part-time early years teacher. All staff members have a relevant early years qualification. Additional staff are employed to carry out domestic duties. The facility receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is soundly promoted as staff take positive step to promote children's good health. Children are learning about their personal hygiene because staff remind them to wash their hands as part of their daily routine. Sick or injured children are given appropriate care and first aid by caring staff. Children are protected from infection as exclusion periods are in place for sick children and they are collected by parents if they become ill whilst attending the setting. The nursery is kept clean and staff act as positive role models when they wipe tables and vacuum clean the premises.

Mealtimes are relaxed, social occasions when children sit in small groups around the table to enjoy their food and each other's company. They have their own placemats, which they have decorated themselves and they help laying the table. Children benefit from well-proportioned meals that are mostly nutritious. They have adequate opportunities to learn about healthy eating because the setting provides children with regular drinks and a balanced diet and complies with their individual dietary needs. Children are appropriately nourished.

Babies are encouraged to crawl and walk and they are making good physical progress. They enjoy exploring the room whilst walking with a push chair and are becoming increasingly independent. The needs of the younger children are well met because the setting provides them with sufficient physical challenge and emotional support. Older children take part in regular physical play and they enjoy playing outdoors. They are provided with a range of outdoor resources that look inviting and are appropriate for the different ages and developmental needs for the children. The outdoor equipment includes bikes, cars and a climbing frame and children thoroughly enjoy playing with these. There are opportunities to use toys and equipment to develop their physical skills in emergent writing skills and mark-making.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

The premises are welcoming and friendly to parents and children. Children have sufficient space to move around safely. The spacious area outdoors is well-maintained and secure. Children have access to a wide range of toys and equipment which are appropriate for their purpose. They are of suitable design and condition and they are regularly cleaned by staff.

Children are supervised well by staff. However, the manager and staff members are not fully aware of the risks posed to children and insufficient steps are taken to prevent accidents. Children's safety and welfare is compromised, through the risk of children accessing kitchen and laundry facilities as doors are left open. Further risks such as a trailing electrical cord, nappy bags and cleaning materials in reach of children are not identified and insufficient precautions are taken minimise children's access to these. This means that the outcomes for children's safety are inadequate as a result of failure to comply with the National Standards.

Access to the premises is managed effectively and visitors are asked to sign the visitors book. There is a clear defined procedure to be followed in the event of children being lost or not collected. There are adequate child protection policies in place, however management's and practitioners' knowledge and understanding of the child protection procedures is insecure. Children are starting to learn how to keep themselves safe, for example when they are taught about fire safety. Most children can think of examples why fire is dangerous and they know to ring 999 in case of fire or emergency.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The provision is satisfactory. Children are interested in a suitable range of activities. They explore their surroundings and the selection of resources, which staff set for out each session. They enjoy playing imaginatively in the role play area and are given ample time to engage in the role-play. Staff are mostly at children's level and often join in with their play. Children engage in exploratory play and experiment with shaving foam and paints. They are given the opportunity to explore the materials with their fingers and thoroughly enjoy this.

Young children show an interest in books; they pick up books independently and show enjoyment as staff read to them individually or as a group. Staff positively engage with children during routines, for example, as babies are sung and talked to during nappy changing. Children are building constructive relationships with staff who are caring and know the children well. They are rewarded with lots of praise and encouragement which helps them to feel confident. The activities are generally in line with the 'Birth to three matters' framework and staff have attended the relevant training. Overall, younger children's learning experiences are suitably promoted.

### **Nursery education**

The quality of teaching and learning of funded children is satisfactory. The curriculum that is provided is balanced. The activities cover the six areas of learning, in line with the Foundation Stage curriculum. Development records have been put in place to identify how children are achieving. However, as children's formal starting points are not identified, it is not yet clear how children have been making progress. Observations are used to mark children's development but these are not yet sufficiently linked to the next steps in their learning. This means that children's knowledge is not continuously extended.

Teaching methods are suitable and children can choose their own activities. However, at times children are limited in expressing preferences and making choices because of the adult-directed support they are receiving. For example, staff make limited use of open questioning that provides challenge, such as asking 'why' and 'how' and at times fail to ask children who are unoccupied what they would like to do. Children's behaviour is managed well. Staff in charge of nursery education organise the group and activities effectively and children help clearing up when they are asked to do so. Activities are easily adjusted for children to take part in them outdoors and make good use of the weather. Sometimes children are grouped according to their ability, for example when writing is practised.

Children are developing their social skills as they interact with other children and form positive relationships with the staff. Children receive a suitable level of support and encouragement enabling them to become confident and independent beings. For example, children are encouraged to sing a song on their own in front of the group, standing next to staff. The majority of children are confident and sing, sometimes with help from staff. Afterwards praise

is given and all children clap which helps children to develop their self-esteem. However, at times during free play, some children are alone and unoccupied for longer periods of time and little attempt is made to include them by finding out what they are doing or to extend their learning. Children are using their growing language skills to socialise, negotiate with others and to become part of the group. For example, children are learning to share and play together during activities such as during role play as they act out situations. They enjoy planning their role play around a theme, for example going to a wedding, and are fully absorbed in the play for long periods of time.

Children enjoy books and children listen with full attention when stories are read out to them. They practise writing words with staff and most children are encouraged to write their own names. Some more able children are keen to expand their writing skills and spontaneously engage in a teacher and pupil role, practising writing letters together on a writing board. Children have daily opportunities for creative development, making paintings, drawings and collages. However, at times there is much adult direction which limits children in expressing themselves creatively. The day-to-day activities and resources contribute to children's mathematical development, for example, they enjoy playing with the sand table and spontaneously talk about shapes and sizes. Counting is regularly practised and most children confidently count to ten. Children demonstrate simple calculation skills when staff encourage them add up coloured pins during an activity. They are learning about sequences, such as the stages of growing up. They think back to when they were babies and are beginning to differentiate between past and present.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are happy and relaxed in the setting. They are developing a sense of belonging as they know the routines at the nursery. They have access to a varied range of resources, including books, dolls, dressing up, small world figures which assists them in gaining an awareness of diversity and the wider world. The nursery staff are aware that some children may have learning difficulties and/or disabilities, although there are none currently attending the nursery, and are proactive in ensuring that appropriate action can be taken to include all children in the setting.

Children's spiritual, moral, social and cultural development is fostered. The staff sensitively help children to respect each other's needs and to care for others. They encourage them, for example, to 'be gentle' as they put the pretend 'babies' to bed in the role-play area. They understand the rules and know what is expected of them and their behaviour is generally good. They are beginning to take responsibility for their own actions and are encouraged to say sorry to each other. Staff members are keen to promote good behaviour and constantly remind children to say 'please', 'thank you' and 'excuse me'. Children are praised when they use good manners.

The partnership with parents and carers is satisfactory. Good attempts are made to keep parents involved in the setting and in their children's learning. Parents are, for example, given a reading diary for children to practise reading at home. They are informed of their children's progress through topical displays, regular discussions with staff and booklets with daily individual feedback on the younger children. Parents are made aware of the curriculum for the Foundation Stage and the 'Birth to three matters' framework by the planning that is accessible to them. There are notice boards which are accessible to parents and contain relevant information. The

exchange of information between staff and parents and carers is suitable and ensures the appropriate care is provided for each child.

## **Organisation**

The organisation is inadequate.

Children benefit from being cared for by friendly and approachable staff who form a strong staff team. Staff have clearly defined roles and know their responsibilities in the setting. Individual staff members are committed to improve their practice and take initiative to update their knowledge. All staff have appropriate and relevant early years qualifications and have a suitable understanding of how children develop. The provision generally organises space and resources well. Records and policies are maintained in line with the National Standards.

Most staff spend their time interacting with the children who are generally busy, engaged and provided with suitable activities and play opportunities to develop their emotional, physical, social and intellectual capabilities. However, the management and organisation of the setting is not pro-active in ensuring the practice of all staff contributes positively to children's safety. Therefore, children's welfare is not fully protected. Overall, children's needs are not met.

The leadership and management of the group is satisfactory. Staff sometimes work together to implement a range of suitable activities which promote children's development. The manager has developed a relationship with the staff team and offers support where required. Training is available to staff to update their skills and knowledge.

Most staff are involved in the development of children's learning, sitting with them to support them. However, at times the children are limited in making decisions about what they would like to do or like to choose next due to the adult-directed support. Staff offer children suitable and appropriate activities, linked to the six areas of learning. However, the assessment records and short-term plans are not sufficiently linked to children's next steps in their learning, consequently not all children are challenged.

## **Improvements since the last inspection**

At the last inspection one recommendation was given with regard to childcare; improve the system for planning and implementing a suitable range of activities for babies which is appropriate for their stage of development and based on their individual needs. The activities are now based on the Birth to three matters framework and staff explain well how the planning is involved around the individual needs and routines of the babies. The activities for babies include giving them time to explore materials, equipment, the area and others around them and their own physical skills. The activities are suitable for their developmental stages and babies enjoy their time at the nursery.

Three further recommendations were given with regard to the nursery education. Firstly, extend opportunities for children to begin to solve mathematical problems through practical activities with particular regard to calculation. Staff now encourage children to do simple calculations during other activities, such as adding of coloured pins while children are making drawings and patterns with the plastic pins. Secondly, extend opportunities for children to learn about the concept of time. Staff now practise the day of the week, the month and year with the children as well as teaching them about the sequences of growing older. This allows children to begin to differentiate between past and present and help them to develop a concept of time. Thirdly, take further steps to help parents understand the Foundation Stage and the early learning

goals. The planning of the curriculum is now available to parents on display outside the room where nursery education is provided. The planning is clearly based on the six areas of learning. The actions that have been taken ensure that these recommendations are met and contribute to children's care and learning.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the national standards.

The provider is required to keep a record of complaint made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- make the kitchen/laundry facilities inaccessible to the children
- assess the risks to children in relation to cleaning materials and other equipment and take action to minimise these.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the assessment of individual children's progress to provide greater challenge and differentiation for individual children and to inform short-term planning
- ensure all children are included and challenged and encourage them to think for themselves.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)