

# Wellies Day Nursery Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY437357
<b>Inspection date</b>	19/04/2012
<b>Inspector</b>	Aileen Finan

<b>Setting address</b>	Wellies Day Nursery, 1 Brook End, North Crawley, NEWPORT PAGNELL, Buckinghamshire, MK16 9HH
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Wellies Day Nursery opened in 1989 under its previous registration and re-registered in 2011. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is located in North Crawley, Newport Pagnell, Buckinghamshire. The premises comprise six age group rooms, plus a reception area, offices and a kitchen. There are nappy changing, washing, and toilet facilities close to all of the rooms in which children are located. There is a large enclosed outdoor play area at the rear of the premises. A maximum of 63 children may attend the nursery at any one time, and all of these may be in the early years age group. Currently, there are 91 children on roll in the early years age group. The nursery is in receipt of funding for free early education for children who are aged three and four years. The nursery opens weekdays from 7.45am until 6.15pm for 50 weeks of the year. The nursery supports children with special education needs and/or disabilities. The nursery employs 20 staff including the manager/owner to work directly with the children and a cook and assistant cook. Of the staff who work directly with children, 19 hold qualifications in childcare and education. In addition, the manager and senior staff hold qualifications in management.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in an inclusive environment which meets their needs well. Children are supported by experienced staff who have a very good understanding of children's development and the Early Years Foundation Stage framework; and consequently children are enjoying their learning and feel safe and secure. Comprehensive policies and procedures support children's well-being. However, the nursery has failed to maintain a record of risk assessment and although they complete extensive daily checks this is a breach of requirement. The nursery is extremely committed to the partnerships with other agencies and partnerships with parents are positive, although links to help parents understand how to support children's learning at home are yet to be fully established. Overall the nursery is aware of their strengths and areas for future development and as a result demonstrates a strong capacity for their continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment). 07/05/2012

To further improve the early years provision the registered person should:

- support children's achievements further by working in partnership with parents to extend home-nursery learning and parents' understanding of the Early Years Foundation Stage framework
- extend the processes to reflect on current practice, taking the views of children and parents into account further in order to inform future improvements and target setting.

## **The effectiveness of leadership and management of the early years provision**

The nursery has clear, concise policies to promote the welfare and safety of children attending. Parents are aware of these procedures and staff adhere to these effectively. Throughout each age group room, staff complete daily checks to ensure the safety of children. However, the nursery has not maintained a record of risk assessment and its review, and this is a breach of welfare requirement. However, no major hazards were noted and therefore, this does not impact negatively on children's well-being. Effective and robust recruitment practice helps to ensure the suitability of the staff employed, however most staff are long standing and very experienced. All staff follow regular training to update their skills. While only two staff members have completed safeguarding training, staff are clearly aware of their responsibilities to safeguard children and identify any concerns they have, and the procedures to liaise with the appropriate child agencies if necessary. Parents are aware of the nursery's conditions of registration and the role of Ofsted. The nursery maintains children's records confidentially and appropriately. Arrangements for documenting children's attendance, existing injuries, accidents, incidents and medication administered are followed through effectively.

The nursery places the promotion of equality of opportunity at the heart of its practice and children are valued as individuals. Staff are very successful at taking steps to identify any gaps in children's development and consequently the outcomes for children are highly positive. Staff have an excellent knowledge and understanding of children's backgrounds and starting points. Highly effective implementation of resources and activities promotes children's understanding of the diversity of their world. The nursery set up fully supports children's well-being. Staff are deployed extremely effectively. The well managed environment is conducive to children's learning. The excellent use of a wide range of resources, space and the planning for individual children clearly attribute to the exceptional outcomes for children.

The nursery is highly committed to working in partnership with other agencies and schools. Excellent transition arrangements help ensure that well established channels of communication promotes the continuation of children's learning, development and welfare. Very effective partnerships with other agencies ensure that all children receive the support they need. Highly positive relationships with

parents help to ensure that children's individual needs are met well. The nursery provides parents with opportunities to share their views about their practice. Effective feedback each day and regular meetings with key person staff provide parents with timely and up-to-date information about children's well-being and development. However, systems to support parents with further information about how they can extend learning at home and a more in-depth knowledge about the Early Years Foundation Stage framework are less well established. Nevertheless, children are eager to attend and parents receive very good information about children's progress.

The nursery recently re-registered under continued management. The highly focused management team help children to make extremely good progress. Staff have very good working relationships with one another and work well as a team. They are enthusiastic, caring and happy within the roles. The owner/manager consistently communicates her high expectations which in turn promote the highly successful outcomes for children. The nursery is very aware of its strengths and future target settings, although this could be enhanced further using a more positive reflection process to extend their evaluation of the provision. However, overall, the nursery demonstrates a strong capacity for its ongoing and continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Outcomes for children overall are very good. Children are extremely happy and settled. Staff supervise children exceptionally well in the six main age group rooms and children are happy to attend, are fully engaged in their play and respond to challenges with enthusiasm. Children are making significant gains in their learning. Exceptionally well planned systems mean that staff are fully aware of children's individual starting points, their routines, likes and dislikes. Regular spontaneous and planned observations mean that staff clearly understand children's progress and any gaps in their learning. Highly effective support is set in place to plan for children's next steps. Robust systems to document children's progress, review and track their development enable staff to update children's development records consistently, particularly in review for transitions from one age group room to another and finally when children leave the nursery and move on to school.

Children have lots of fun. Babies are very secure in their relationships with the staff who care for them and their individual routines are extremely well met. Babies and young children are happy to snuggle up with staff for cuddles and confident to explore their environment on their own. Pre-school children are very engaged in their learning. They are curious and active learners who are happy to support one another, take turns and share resources. They play together extremely well in pairs, small groups and individually. All areas of learning are particularly well covered to support children's progress and the room is effectively well divided up to meet these needs, whether children want to choose messy play, sand/water play, writing or information technology, board games or construction, reading or role play. It is clear that children make consistently good progress as they learn

through their play, can access resources independently and are happy to make choices in what they want to do. Extremely well established play rooms for the younger children are downstairs. Highly confident children from young ages enjoy a wide range of play, physically, in role play and supportive learning.

The outdoor area is outstanding. The large covered outbuilding provides a well needed opportunity for children to use the outdoors in inclement weather and there is a vast open space for children to be active and extend their learning. Parents proactively provide children with boots and coats so they can access their learning outdoors whatever the weather and although children are always offered choices of playing indoors or out, children are highly enthusiastic to play outside surrounded by open countryside and farmland.

Children are secure and have developed a sense of belonging within the nursery. They clearly know what is expected of them and can demonstrate their understanding of how to keep themselves safe. The organised routines further add to children's security and enable babies and children to become very confident. Children settle extremely well and quickly develop excellent relationships with the staff who look after them. Consequently, children develop high levels of self-esteem as they are aware that they are valued as individuals. Children's behaviour throughout the nursery is exemplary. Their attitudes towards their learning, to the staff and to each other are highly positive. Children happily respond to their given responsibilities. For example, children help to tidy toys and resources, put on coats and boots and prepare for going outdoors; older children serve their own meals and tidy up afterwards.

To meet children's individual health, physical and dietary needs appropriately, the nursery follows exceptional standards in their practice. Effective routines are conducted for babies' nappy changes and feeding. Staff proactively acknowledge baby and toddler sleep routines according to their individual needs. Children show an exceptional understanding of the importance of following good hygiene routines. They have regular opportunities for physical activity both indoors and outside. The nursery provides delightfully prepared lunches, high tea and snacks which are freshly cooked and extremely nutritious. Children thoroughly enjoy these meals and all staff are aware of children's dietary needs/allergies. It is clearly apparent that children benefit from understanding their own hygiene routines. From an early age they acknowledge the need to wash hands prior to meal times and after messy play/using the toilet for example. Children receive many opportunities for fresh air and exercise.

Overall staff use their good knowledge of the Early Years Foundation Stage to promote children's learning and development. Staff interact with the children to enhance children's skills for their future development. They skilfully introduce children to a range of information technology. Staff track children effectively to monitor communication, literacy and numeracy. Children play an active part in their own learning and show great curiosity in what they do. As a consequence, babies are eager to explore their surrounding and toddlers and older children are inquisitive learners.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met