

Wellies Private Day Nursery

Wellies Private Day Nursery, 68 Station Road, Marston Green, Birmingham, West Midlands, B37 7BA

Inspection date	11/10/2012
Previous inspection date	10/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are very well safeguarded in this setting as there are robust recruitment procedures and staff have a thorough understanding of child protection issues. The highly detailed policies are implemented to a high standard.
- The setting monitors and evaluates provision very effectively and staff work very well together as a team to identify areas for improvement, which are then acted upon.
- Management and staff are very well motivated in striving to provide quality care for children in all aspects of the Early Years Foundation Stage. Training which is specifically focused on staff's individual needs means that their professional development is continually enhanced in order to provide worthwhile learning experiences for children.
- The successful implementation of the key person system creates a bond between the setting and children and their families. This means that the needs of all children are met and they are fully supported in their learning.

It is not yet outstanding because

- There is room to enhance the provision further by developing the use of the outdoor area to include learning experiences equal to those indoors.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main playrooms and the outside learning environment.
- The inspector held meetings with the provider, who is also the manager of the provision, and with the deputy manager.
 - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Wellies Private Day Nursery originally opened in 1994 and changed ownership in 2004. It is privately owned and managed. The premises are located in the semi-rural village of Marston Green. The nursery is situated in a self-contained building. Children are cared for

on the ground floor. There is an enclosed area available for outdoor play.

There are currently 44 children attending between the ages of birth and seven years, some of whom receive funding for free early education. The setting also offers care to children aged over five years to eight years in the after school club. It supports children with special educational needs and/or disabilities.

The group opens five days a week all year round. Operational hours are from 7.30am until 6pm with full daycare, morning and afternoon sessions incorporated within this time. Children are able to attend for a variety of sessions and can be taken to and collected from neighbouring schools and pre-schools. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs nine members of childcare staff, eight of whom are qualified to level 3 and one who is working towards level 2. It receives support from the local authority.

What the setting needs to do to improve further

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

- develop the outdoor area in order to provide experiences equal to those indoors so that children have the opportunity to move freely between indoors and outdoors, and to provide children with opportunities for investigation of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

There are three colourful and welcoming base rooms in the setting for different ages of children. Key persons in each room plan for their groups of children. They know the children well and observe their play, which enables them to plan activities around children's individual interests and needs. Each child's next steps are planned using this information so that they make good progress. This is documented in their 'learning journals' which parents have access to and to which they may contribute information or photographs. Staff have a good knowledge of the Early Years Foundation Stage, which means they provide meaningful learning experiences for children and develop their language and vocabulary well. All children are included in activities at their own level and staff make these fun so that children enjoy their learning. Children are engaged in activities and concentrate well on completing puzzles and listening to farm animal sounds

to match to pictures. Staff show a good understanding of the ways in which children learn, and evaluate their teaching and planning to ensure its effectiveness.

Key persons share information with parents on children's interests and achievements at home so that both parents and practitioners are able to build on children's learning and work towards the same goals. Parents are well informed of their children's progress and are involved in their learning as they share information to provide a starting point for staff to build on. They are sometimes sent videos of their child taking part in activities so they can observe their progress and know that they are settled and secure. 'Stay and play' sessions also increase their involvement in their children's learning.

Children are making good progress across the seven areas of learning. Babies and toddlers enjoy exploring different textures of objects in treasure baskets and making sounds with percussion instruments. They are learning self-awareness through looking at their reflections in a large mirror and singing action songs to point to their fingers, toes and nose. A wide range of push-button toys allow children to develop their technological skills and older children are able to use the compact disc player. Numbers, letters and words displayed in all rooms are used to help children to become familiar with the shapes and sounds of letters and to learn to count. Staff say the words in books while pointing to them to show children that words have meaning. They explore quantities during sand and water play and count and group types of construction toys in their play. Children are learning about the world around them through their outings to parks, the library and shops. They find out about other cultures and festivals throughout the year and take part in artwork, dance and stories from around the world, such as African craft day. Children enjoy many creative activities, such as printing on large sheets of paper or acting out a favourite story using some of their own creative ideas. At present, there are currently not enough opportunities for outdoor learning and children are not given the choice between indoor or outdoor play as part of their day. This means that some children are given less opportunity to extend their skills in this area.

The contribution of the early years provision to the well-being of children

Children feel secure as they know their key person and other staff well. The rooms are divided by gates and open doorways so that children can see the other children and staff. Children enjoy watching each other and are given time each day with their siblings if they have them in the setting. This also considerably eases their transition to new rooms as they already know staff and other children and they spend increasing amounts of time in their new room. The links between home and the setting are enhanced by photographic displays of children and their families, which makes them feel secure. Staff encourage them to talk about their home lives and work with parents so that children's sleeping times and other routines are not disturbed.

Children have good relationships with staff and each other and are comforted and cuddled if they are upset. They are confident in using all the space in their rooms and asking for things they need. They are learning to be independent by finding their own drinks when they need them and choosing their own resources. Children respond well to praise after singing a song for the group or showing their key person their picture. Behaviour is good

and children are taught to be aware of the needs of others. They willingly help to tidy up after a painting activity and chat to each other at lunchtime and during activities, which improves their social skills.

Children are learning about making healthy food choices and are provided with nutritious meals and snacks. They wash and dry their hands hygienically at various times throughout the day and all staff implement effective hygiene procedures. Outdoor play and outings ensure that children have fresh air and they take part in regular movement or 'work out' sessions. They are developing their physical skills well through the use of the climbing equipment at the setting and with the rockers, sit-and-ride toys and other suitable resources for younger children.

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

Thorough safeguarding and child protection procedures are a particular strength of this setting. The manager ensures that all staff are fully trained in this area and know how to implement the effective policies and procedures for keeping children safe. Staff practice is continually monitored by the manager and deputy manager, and rigorous recruitment procedures are used to ensure all staff are suitable to work with young children. Detailed risk assessments ensure that the premises are safe and secure at all times and children are well supervised. Staff are made aware that they are able to discuss any concerns regarding their own or children's well-being at any time.

Management and staff work very well together as a team and regularly identify training needs and other areas for improvement. There is continuous evaluation and reflection of practice in order to improve the provision to provide quality care for the children. The manager and deputy manager monitor staff on a formal and informal basis and there are regular staff appraisals which include planning for ongoing professional development. The local authority early years team visit every three months and work with staff to monitor provision and plan improvements. Parents' views are also sought through questionnaires and discussion. New staff undergo a full induction programme so that they are familiar with the implementation of all policies and procedures. Their performance is then closely monitored and they work with the manager to plan their ongoing development. Both the manager and the deputy manager have been at the setting since it opened, which provides continuity and stability for staff, children and parents.

The setting has close links with other early years providers and professionals. Children with special educational needs and/or disabilities are supported well through working closely with parents, specialist local professionals and outside agencies so that their individual needs are met and they are fully included in the life of the setting. There are also links with children's other settings so that their learning is complemented and there is continuity of care. Links with local primary schools aid children's transition. There is a strong partnership with parents and they are given a range of information on their children's activities and the early learning goals through displays in the entrance and both written and verbal information. They are made to feel welcome in the friendly and happy atmosphere of the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY292276
Local authority	Solihull
Inspection number	820096
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	44
Name of provider	Nadine Baker-Allen
Date of previous inspection	10/12/2008
Telephone number	0121 779 2024

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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