

Wollaton Village Day Nursery (Bramcote)

Chapel Street, Bramcote Village, Notts, NG9 3HB

Inspection date	02/04/2013
Previous inspection date	25/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are warmly welcomed in this setting. They have opportunities to initiate their own play through a wide range of accessible resources to support their learning and development.
- Children are forming appropriate bonds and secure emotional attachments with practitioners. They are motivated and eager to explore and learn. Children show suitable levels of independence, are confident and settle well.
- Partnerships with parents are strong. As a result, all children and their families are included in the setting and their skills and achievements are recognised and valued.

It is not yet good because

- Observation and assessment of children's learning is not consistently rigorous. As a result, some activities do not provide appropriate challenge to maximise children's learning.
- The outdoor environment is not sufficiently utilised to fully support children's learning through the use of a wide range of resources and experiences.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 outside play area.
- The inspector spoke with the owner, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's 'learning journeys', planning documentation, the nursery's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to on the day and through the nursery's recent parents' questionnaires.

Inspector

Sue Riley

Full Report

Information about the setting

Wollaton Village Day Nursery (Bramcote) opened in 1995. It operates from a single story building in the village of Bramcote, Nottinghamshire. It is part of the Wollaton Village Nurseries Ltd, a family owned group of nurseries. The nursery has three dedicated playrooms, an outdoor play space and is easily accessible for all, including wheelchair users. Children come from the immediate and surrounding areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 75 children aged from seven months to four years on roll, therefore, all are within the early years age range. The nursery supports a number of children with special needs and/or disabilities. It receives funding for the provision of free early education for three- and four-year-old children. The nursery is open Monday to Friday, all year round, closing only for main bank holidays. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. The nursery employs nine practitioners. Of these, seven hold appropriate early years qualifications at level 3 or above and two are working towards a qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observations and assessments of children are used effectively to identify the next steps in their learning and development, so that the activities provided are focussed on providing more challenging experiences to help children to further progress in their learning.

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

- increase the range of resources and enhance children's experiences outdoors by: for example, offering children open-ended resources to enable them to further explore, build, move and role play.

Inspection judgements

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

Children make satisfactory progress towards the early learning goals. They enjoy activities and experiences, covering most areas of learning, in a child-friendly environment. Some practitioners carry out an initial assessment of children on entry to enable them to plan

children's next steps in their learning. Practitioners understand the revised Statutory Framework for the Early Years Foundation Stage and carry out regular observations of children. They know individual children well and planning is devised around their current interests. This harnesses children's interest and promotes their progress towards the early learning goals. However, some practitioners are not using their assessments of children to plan suitable challenging activities to help extend children's learning. This means that some children are not making best progress in all areas of learning. Practitioners engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. The practitioners in the toddler rooms have an awareness of how to carry out the progress check at age two years. They understand how to involve parents in the process, so that they can share what they know about children's learning.

Parents are offered regular opportunities to see their child's progress in their 'learning journey's' and to speak with their child's key person. The key person system supports the partnership with parents. Practitioners are confident in engaging with parents to report on children's progress and their next steps in learning. Parents are involved in their child's learning and development within the nursery and are encouraged to carry on this learning at home. For example, they support the children in their topics. All children are enthusiastic and engaged in their learning and display the characteristics of keen learners. They are confident to try and take part in activities. Children with special educational needs and/or disabilities are very well catered for. The nursery's special educational needs coordinator is knowledgeable and works closely with parents to support children by working alongside other professionals. Children, who have individual education plans are monitored and their progress is reviewed regularly.

The older children play cooperatively with each other. For example, two children share resources very well when playing with the pegs and pegboards. They begin to notice the patterns that they are making. Older children recognise shapes as they draw around the basic shapes and then cut them out. Their scissor control is very good. Children are happy to receive praise from the staff and respond positively. Older children know when they have done wrong and quickly say 'sorry' to their peer and give them a hug. The younger children know when they have done well and their faces light up when praised. Within the pre-school room, they have a pet guinea pig, which the children help to care for, this helps them understand how to care for living things. Children follow instructions, demonstrating that they understand what is being asked of them, especially when they help with the tidying away. Two younger children help to tidy away the train track together with the support of a practitioner, helping them to begin to make positive relationships. Older children communicate confidently with practitioners. Children handle equipment well and use their small muscles with good control, for example, when using cutlery to eat and when using pencils to make marks. Children, when playing outside, have some opportunities to develop their larger muscles. However, this area is not well resourced and children's learning outdoors lacks sufficient challenge to enable children to make best progress. For example, there is room to improve the range of open-ended equipment outdoors to enable children to further explore, build, move and role play. On Wednesday's, the nursery provides 'music and movement' sessions for all mobile children, this is an activity that is brought in from an outside specialist. Independence is promoted well as practitioners encourage children to do things for themselves but are there for

support as needed. Younger children feed themselves confidently. Older children are encouraged to see to their own personal care needs but support is always readily available from the practitioners.

Children select books and demonstrate a suitable understanding of how to handle them carefully. Older children confidently make marks and verbally give meaning to their marks, when questioned by the practitioner, which helps them to be prepared for their transition to other settings or school. Children are encouraged to use the phonic sounds of letters and this helps them when writing their names. Older children learn to problem solve for themselves as they complete jigsaw puzzles. They count freely in their play, demonstrating that they understand numbers. Children freely access relevant resources to use, practise and develop their skills around the learning area of technology. Younger children sit and concentrate very well as they explore the materials and resources. Children when painting, use the different resources to paint with. For example, children use the small sponges to make the grass on their picture. Their artwork is valued throughout the nursery as their creations are used for displays. Within the toddler room, children enjoy playing with the shredded paper, they laugh as they throw it over their heads.

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

Children are happy and confident due to an effective settling-in process. Time is taken to establish relationships and obtain useful information from parents about children's general care needs, home practices and routines. Children separate from their main carers confidently as they are assigned a key person and secure attachments are formed. Practitioners place importance on encouraging independence and self-help. They are quick to praise and build self-esteem and as a result, children develop the self-confidence to participate and experience a range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the nursery and sharing resources amicably. Older children play cooperatively and show care and concern for one another. The key person learns about each child's backgrounds and values and celebrates difference. Practitioners are good role models for the children as they treat them with respect. They get down to their level and use age-appropriate explanations to explain why certain behaviour is unacceptable. As a result, the atmosphere in the nursery is calm, relaxed, respectful and caring.

Children's health and welfare is supported as they enjoy snacks and meals in accordance with their dietary needs and preferences. Mealtimes are pleasant social occasions when the children sit together at low tables and chairs, using appropriate cutlery. Older children are able to serve themselves at snack time, which supports their individuality and confidence. Children know where to access their drinks at anytime throughout the day. The nursery is clean and hygienic. Children are supervised in the toilet area, so that staff are able to help them as needed and give them reminders to follow good hygiene routines. Children use hand gel for hand washing and an electric hand dryer to dry their hands, which helps to prevent cross-infection. The toilets are checked by staff regularly to ensure that they are clean and flushed. Children enjoy fresh air and exercise as they play outdoors.

Practitioners give children's safety the highest priority and they have robust procedures and policies in place to help to keep children safe. Children are offered varied opportunities to learn about risk and how to keep themselves safe. Routine risk assessments ensure that indoor and outside environments are safe. Practitioners work well as a team and are deployed within the setting to ensure children's safety and allow them to access all areas with support. Children are taught to keep themselves safe as they learn to walk and not run indoors and to sit down to eat. They also take part in regular fire evacuation drills. Children feel safe and secure in the setting as practitioners are always on hand for reassurance. This close supervision helps to give children a good sense of well-being, especially when new to the setting.

Children enjoy a smooth transition from home to the setting and from one playroom to another. They benefit from gradually being prepared for these changes, which results in them developing the necessary skills to embrace new experiences and to settle appropriately. Practitioners work closely with schools to ensure that children are well prepared. Children visit the school in the summer term, prior to transfer, to become familiar with their surroundings. The teachers from the schools, visit the nursery to make themselves known to the children.

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

Children are kept safe and secure at the nursery as the provider and manager understands their responsibilities in meeting the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, they understand the signs and symptoms of abuse. All practitioners have a sound knowledge of how to keep children safe. There are robust procedures in place to recruit staff and new nursery practitioners follow an effective induction method. This ensures that they fully understand how to implement policies and procedures to promote children's health and safety. The nursery manager understands her responsibility in meeting the learning and development requirements. However, the monitoring of practice does not recognise that some practitioners are not effectively using children's assessments to plan challenging activities to enable children to make the best progress.

The manager understands the importance of working with external agencies. Practitioners work closely with the local authority's special educational needs coordinator. This enables the nursery to draw on expertise and provide support for children, so that they make suitable progress in their development. This helps them to inform and develop their practice. Practitioners also liaise effectively with other Early Years Foundation Stage providers. They share summary documents to ensure children experience smooth transitions. Practitioners develop strong relationships with parents and work effectively with them to support the learning and development of children. For example, practitioners hold regular discussions with parents regarding their child's achievements and progress. This ensures that there is a two-way flow of information, which helps to support the progress of the children. The nursery maintains clear and concise policies and procedures, which are made available to parents.

Practitioners ensure children are provided with a safe and secure environment, both indoors and outside. They identify all hazards and take appropriate steps to minimise them. The management team and all practitioners regularly access training to improve their own knowledge and understanding. The manager works in the playrooms with practitioners, which enables them to generally monitor the educational programmes and children's learning. Supervision is informal and practitioners do benefit from regular discussions, in confidence with manager, about their individual development or training needs. Practitioners benefit from meetings where all issues and practices can be discussed and reflected upon. An established system of annual appraisals ensures practitioners feel valued and supported.

The nursery uses a self-evaluation document to demonstrate their strengths and some areas for future improvement. All recommendations have been improved upon since the last inspection. Parents are encouraged to provide the nursery with their views in different ways. They have the opportunity to record their views in written questionnaires or discuss them verbally with practitioners on a daily basis.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	253122
Local authority	Nottinghamshire
Inspection number	906741
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	75
Name of provider	Wollaton Village Day Nurseries Ltd
Date of previous inspection	25/06/2009
Telephone number	0115 9222 454

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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, which are usually the childminder's 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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